

WORD PROCESSING:

Machine Transcription

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GLNCOE WORD PROCESSING SERIES

WORD PROCESSING: MACHINE TRANSCRIPTION

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Glencoe Publishing Co., Inc.
Encino, California
Collier Macmillan Publishers
London

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Printed in the United States of America

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Glencoe Publishing Co., Inc.
17337 Ventura Boulevard
Encino, California 91316
Collier Macmillan Canada, Ltd.

Library of Congress Catalog Card Number: 80-84464
ISBN 0-02-818810-1

1 2 3 4 5 6 7 8 9 85 84 83 82 81

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INTRODUCTION

THE NEED

WORD PROCESSING: *Machine Transcription* provides a program designed to help office procedures students build marketable skills beyond the level of opportunities traditionally available to typists. Specifically, on completion of training centered around this book and accompanying cassettes, a student should qualify for an entry-level position as a machine transcriptionist or correspondence secretary. Thus, after minimal, practical training, a student could move into a job category that opens opportunities akin to those once restricted to highly skilled stenographers and persons with extensive secretarial training.

After finishing the training associated with this program, a student should have a practical grasp of the skills and knowledge requirements associated with transcribing letters, memos, and other business documents from originals dictated on machines. With a shortage of secretaries running into the hundreds of thousands, business and government are relying on word processing/machine transcription techniques as a mainstay method for keeping up with growing mountains of correspondence paperwork. Thus, students who successfully meet the learning objectives listed at the beginning of each unit should be able both to find positions immediately and to enhance the earning potential they would realize if they moved into the job market with conventional typing skills only.

WORD PROCESSING: *Machine Transcription* provides a comprehensive learning experience. This

program goes far beyond traditional approaches under which students are simply taught to use transcription machines and to develop minimal ear-hand coordination. This program incorporates a series of incremental steps in which students are indoctrinated in the need to absorb groups (or earfuls) of words and to type from memory. Step by step, students build accuracy, quality, and speed by practicing each new technique as it is introduced. The overall effect is cumulative. In addition, strong emphasis is placed on assurance of quality in machine transcription operations. This is accomplished through learning units concentrating specifically upon language usage, proofreading, work improvement, and businesslike responsibilities (such as the protection of privacy for documents produced).

This program can be implemented on ordinary typing equipment, as long as the school facility has cassette playback equipment available. However, the training imparted prepares students to understand and to be ready to move into the exploding opportunities of the field of computerized word processing. Word processing itself is widely cited as one of the country's most rapidly expanding industries.

ORGANIZATION

This book consists of six logically constructed learning units which, together, replicate the kinds of training imparted to machine transcriptionists and correspondence secretaries in business.

The first unit introduces the student to the field of machine transcription, reviews the individual's exist-

ing typing skills, and provides a “hands on” introduction to the use of transcription machines.

Unit 2 reviews the basics of business correspondence, covering standard letter and memo forms and styles. The program then gives students an opportunity to practice transcribing four different styles of letters, as well as business memos. Thus, the book is structured to reinforce basic business correspondence knowledge (or to impart it if students are not already trained in letter typing) while building job-directed skills cumulatively.

The third unit deals with actual working procedures used in transcription of machine dictation. Students are exposed to typical office situations. Working procedures are taught as would be done in the indoctrination of new employees at a word processing center in a major company.

Unit 4 moves the student into more advanced transcription skills. Among other techniques, special tapes have been developed on which dictation is presented at a pace approximating job-level transcription proficiency. Thus, students gain a realistic, simulated feeling for what will be expected. The tapes may be used as drills to build a caliber of employability into an instructional program.

The fifth unit stresses the sentence recognition, sentence writing, punctuation, and capitalization skills required by a successful transcriptionist. As students learn the basics of building sentences and paragraphs from a dictated word stream, there is also a transition in the dictation tapes. The dictation no longer includes specific directions on punctuation, capitalization, and paragraphing. Students are given an opportunity to build complete units of business correspondence on their own.

Unit 6 emphasizes quality control. Practical assignments are provided in proofreading and correcting manuscripts. In addition, the unit reviews the post-transcription steps commonly taken in word processing centers to assure quality of completed units of correspondence.

Throughout, the book is illustrated with realistic correspondence documents. Another unique feature is that the photographs were taken especially for this book in situations with which students can readily identify. Many of the photos show the co-authors at work in an actual classroom. Others were taken in actual business offices.

THE TEACHER'S RESOURCE KIT

In addition to this book, the comprehensive program of *WORD PROCESSING: Machine Transcription* includes a Teacher's Resource Kit. Within this kit is a teacher's guide and answer key that provides suggestions for classroom management of this program as well as keys or answers for all assignments completed by students. The kit also includes a series of dictation tapes keyed to specific text assignments.

THE GLENCOE WORD PROCESSING SERIES

This book is part of the Glencoe Word Processing series — materials designed to provide a continuity of skill building opportunities for your students. Other programs in this series include:

- *WORD PROCESSING: Concepts, Applications, and Tests*
- *WORD PROCESSING: Basic Skills*

1

GETTING STARTED IN MACHINE TRANSCRIPTION

YOUR LEARNING JOB

Learning machine transcription will take work — your work. So, let's get right to work understanding your job in this unit. By the time you finish the work in this unit, you will know or do the following:

- You will learn about what kinds of dictation machines are available for you to use.
- You will learn about how dictation machines work, in a general way.
- You will learn about the job and responsibilities of a transcriptionist, or a correspondence secretary.
- You will learn what basic typing skills you must have before you become a transcriptionist, or a correspondence secretary.
- You will complete a series of assignments that will help you to determine your present typewriting ability and to find out what basic skills you will need to strengthen. These exercises will also help you build your confidence in yourself as you prepare to learn transcription typing.

YOUR OPPORTUNITY

There are growing numbers of jobs open for people who are able to transcribe letters and other documents from the voices recorded on dictation machines. These jobs may have different, alternate, names, such as:

Transcriptionist. This is a term used quite frequently to describe the work of the transcription

machine operator. You will find the term *transcriptionist* used in this book.

Correspondence secretary. This describes a person who transcribes correspondence from dictation machines. Most operators of transcription machines do this job. This is a term you will be seeing when you actually look for a job. You will also see the term *correspondence secretary* used in this book.

Transcriber. This name is used often. However, it can be confusing. Reason: Machines used in transcribing dictation on typewriters or word processing equipment are often called transcribers. So, though you may find this name used in some places, it is not used in this book.

Transcription typist. This is another term used to describe the work of a transcription machine operator. The term *transcription typist* is used in some places. But you will not find it again in this book.

Figure 1-1 demonstrates a typical learning situation that is probably similar to yours. One of the authors of this book, H. Grace Heringer, is using a student transcription station in a classroom at Skyline College, San Bruno, CA.

THE MEANING OF 'TRANSCRIPTION'

No matter what the person is called, the basic job of a transcription machine operator is the same: He or she takes recorded messages dictated into a machine and transcribes them to produce finished documents.

The English word *transcribe* comes from the Latin word *transcribere*. Both the English and Latin words



Figure 1-1. H. Grace Heringer in transcription-equipped classroom.

have two parts that give them meaning. *Trans* means across. *Scribere* means to write. So, transcribe means to write across or to transfer into writing.

You can transcribe in many ways. You transcribe when you retype something that has already been written on paper. A stenographer transcribes from shorthand notes into typewritten drafts. As a transcriptionist, you will be doing a special job. You will be transcribing from recorded sounds into typewritten documents.

YOUR STARTING POINT: FAST, ACCURATE TYPING

To get started as a transcriptionist, or correspondence secretary, you need first-class typing skills. This may sound obvious. But you should understand just what will be expected when you look for a job.

A correspondence secretary should be able to type accurately at a speed of at least 60 words per minute. Remember, this is a job skill. You may not be able to type accurately at 60 words per minute right now.

But you should know what will be expected of you. If you cannot yet reach this speed, set this as a goal in your mind. You will have to keep working until you can type 60 wpm with accuracy.

OTHER NECESSARY SKILLS

In addition to fast, accurate typing, there are some other important skills that you should have. These include:

- ☐ You should be able to understand what you are typing. This isn't as easy or as natural as it sounds. For many people who type at high speeds, the work becomes so automatic that they don't think about what they are doing. They are not aware of the words they are typing or the meaning of the messages built from the words. In transcription typing, you have to avoid this trap. You must learn to concentrate on the words you are typing and their meaning as written messages. This is necessary because it will be your job to make sure that the messages you type make sense. You will also be responsible for using language correctly.

- You must be able to construct proper sentences. Dictation is usually given as a continuous stream of words. It is up to the transcriptionist to organize the words into correct sentences.
- You must be able to punctuate properly. This is part of the building of sentences. But punctuation can go further. Proper punctuation can help give meaning to the dictation you type.
- You must be a good speller. The correct spelling of the words you type is your responsibility. To be a good speller, you must also be able to use a dictionary or word book quickly and accurately.
- You must be able to check work you have typed for accuracy. This part of your job is known as proofreading. Every typist makes mistakes. The skilled transcriptionist must become expert at finding and correcting mistakes.
- You should be able to write — or put words together into messages — at the typewriter. This will be a valuable skill because correspondence secretaries are often called on to write all or parts of letters. If you can write or improve letters, you will improve your career potential.

THE TRANSCRIPTIONIST'S WORK

Machine transcription is a team job. Creating correspondence in a modern office requires at least two people — the person who dictates and the person who creates the actual document. Machine transcription is the most modern method for creating finished documents from dictation. To understand the value of machine transcription, it will help to review the development of team methods for correspondence.

Different methods can be used to go from dictated words to final letters. One method is for someone to write down the words spoken by the dictating person. This method goes back many centuries. In ancient times and in the middle ages, people who wrote down the words of others were called *scribes*. Scribe means to write. A form of that word is still in common use today. It is common to say that someone is scribbling. In days past, a scribe was a person who wrote notes to record spoken words.

In more modern times, toward the end of the 1800s, shortcuts were developed for doing the work of a scribe. Abbreviations and symbols were used to record sounds and words in handwriting. These methods became known as shorthand. Millions of people hold jobs partly because of their ability to take dictation by writing shorthand.

Although shorthand is still an important office skill, there can be problems in using this method for getting letters produced. One problem lies in cost. Shorthand dictation requires two people to work together at the same time — one dictating, the other writing notes. This means that while a secretary is taking shorthand dictation, nothing can be done about typing letters. Only one kind of work can be handled at a time.

Use of shorthand also limits the places where a person can dictate — there must be a secretary available. Usually, this means that it is difficult or impossible for someone to dictate letters or other documents at home or while traveling.

On the other hand, shorthand is convenient and efficient. When a correspondence originator and a secretary are working together, they can communicate face-to-face. The originator can give the secretary letters that are being answered or other documents to be used in office work. Also, if a secretary does not understand a word that is dictated, he or she can ask for an explanation right at the time of dictation. In addition, it is usually more comfortable for one person to talk to another, rather than to a machine.

For these reasons, many people still prefer to dictate to a live secretary who writes shorthand notes. In many cases, however, companies just cannot afford the cost of having two people occupied while one is dictating and the other is doing a job that could be done just as well by a machine — recording the spoken words.

DEVELOPMENT OF DICTATION MACHINES

As business organizations got bigger and more letters had to be written, machines were introduced to help with the job of dictation and transcription. These are generally called dictation, or dictating, machines. The first practical machine sold for dictation and transcription work in offices was invented by Thomas A. Edison. The voice of the dictating person was recorded on a round, wax cylinder.

During the 1950s, magnetic recording machines were introduced and adapted for office dictation. At first, these machines recorded sounds on long strips of steel wire. Then, magnetic tape was introduced.

During the 1960s, many machines were introduced that recorded dictation on magnetic belts — continuous bands of coated material. The magnetic belts had the advantage of being easy to place on or to remove from the machines. A correspondence origi-



Figure 1-2. Dictating on a belt-type machine.

nator could remove a belt after dictating one or a few letters and have transcription work started quickly. Belt-type dictation machines are practical and easy to use. But they also have disadvantages. For one thing, the machines are usually fairly large and are not very portable. Another problem is that belts usually hold only 10 or 15 minutes of dictation. For a person with a lot of dictating to do, it can be a bother to have to change belts every 10 or 15 minutes.

Figure 1-2 shows a correspondence originator using a desk-top, belt-type dictation machine.

Figure 1-3 is a closeup photo demonstrating the ease of mounting a belt on a dictation machine.

The evolution of dictation machines was also influenced by the development of the tape cassette. During the late 1960s and early 1970s, tape cassettes became popular as a means of recording and playing music. Stereo cassette systems were installed in many homes and cars. Many devices were introduced that used these same kinds of cassettes (with special, high-quality tape) to capture data for computer systems. The important influence on dictation



Figure 1-3. Mounting a dictation belt.

machine development was that cassettes became a standard way of recording sound. Cassettes became available all over — at reasonable prices.

A number of dictation machines were designed to use standard cassettes — units like the ones used in stereo equipment. Both desk-type and portable dictation machines were introduced. In many instances, machines using standard cassettes helped to

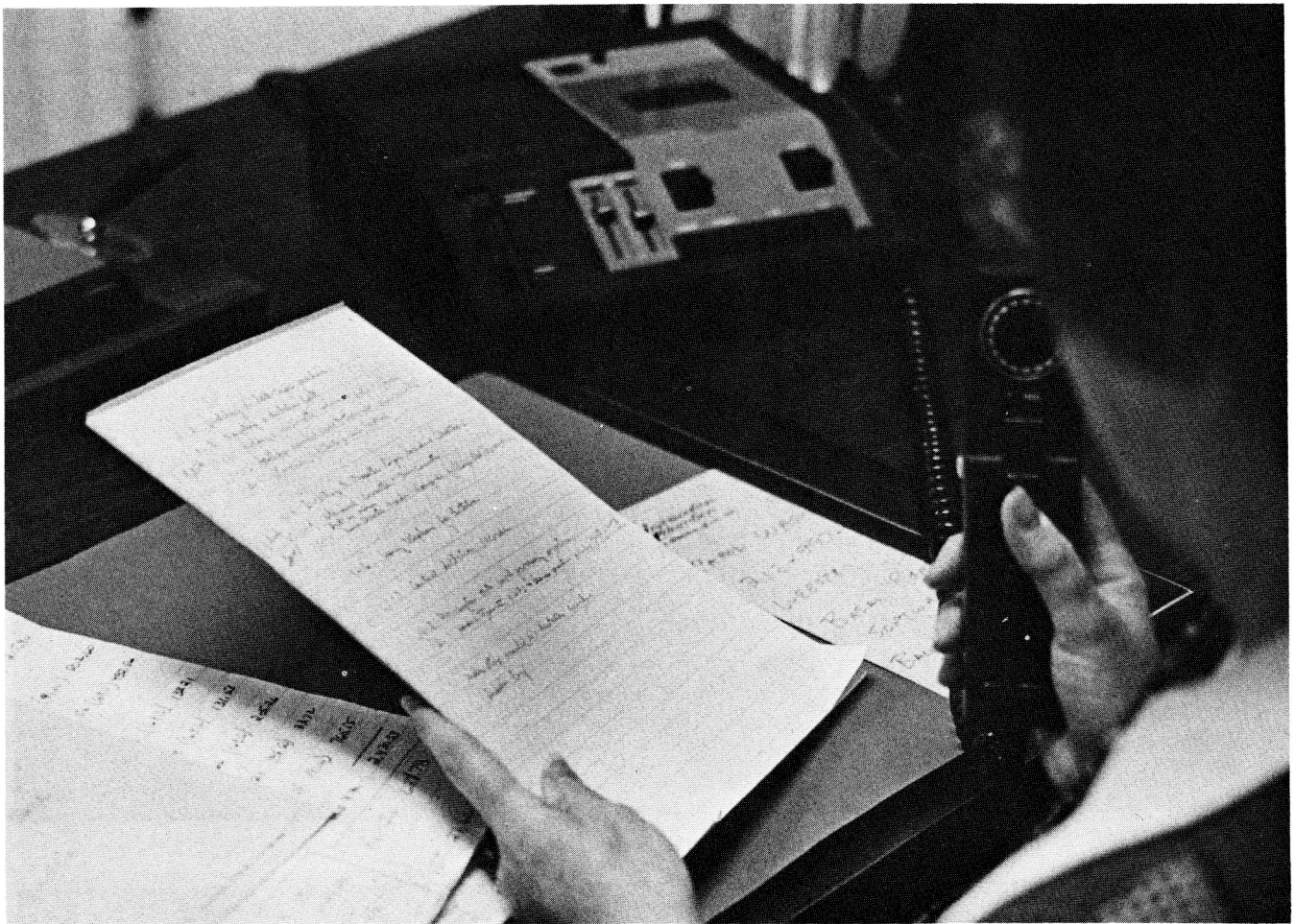


Figure 1-4. Dictating to a cassette-type machine.



Figure 1-5. Getting set for transcription on a cassette-type machine.

reduce the cost of dictation equipment. Thus, the standard cassette contributed to the growing popularity of machine dictation.

Figure 1-4 shows a desk-top cassette dictation machine in use.

In Figure 1-5, co-author Bernice Lawry inserts a

cassette into a machine in the machine transcription classroom at Skyline College.

Another important influence in the development and growth of machine dictation has been the telephone. For many years, manufacturers have offered machines that make it possible to use ordinary telephones as dictation instruments. These systems are usually used in large offices where many persons need to dictate correspondence and other business documents.

Rather than going to the expense of buying machines for each dictating person, the company installs a few special machines at one central location. Persons wishing to dictate can originate correspondence from the telephones in their own offices — or from their homes or telephone booths. Specific numbers are dialed to start and stop the central dictation machines. By sharing equipment in this way, it becomes possible to install just a few machines to handle dictation from many persons.

When dictation is completed, the cassettes, belts, or other recordings can be removed by transcriptionists working in the central service department. These

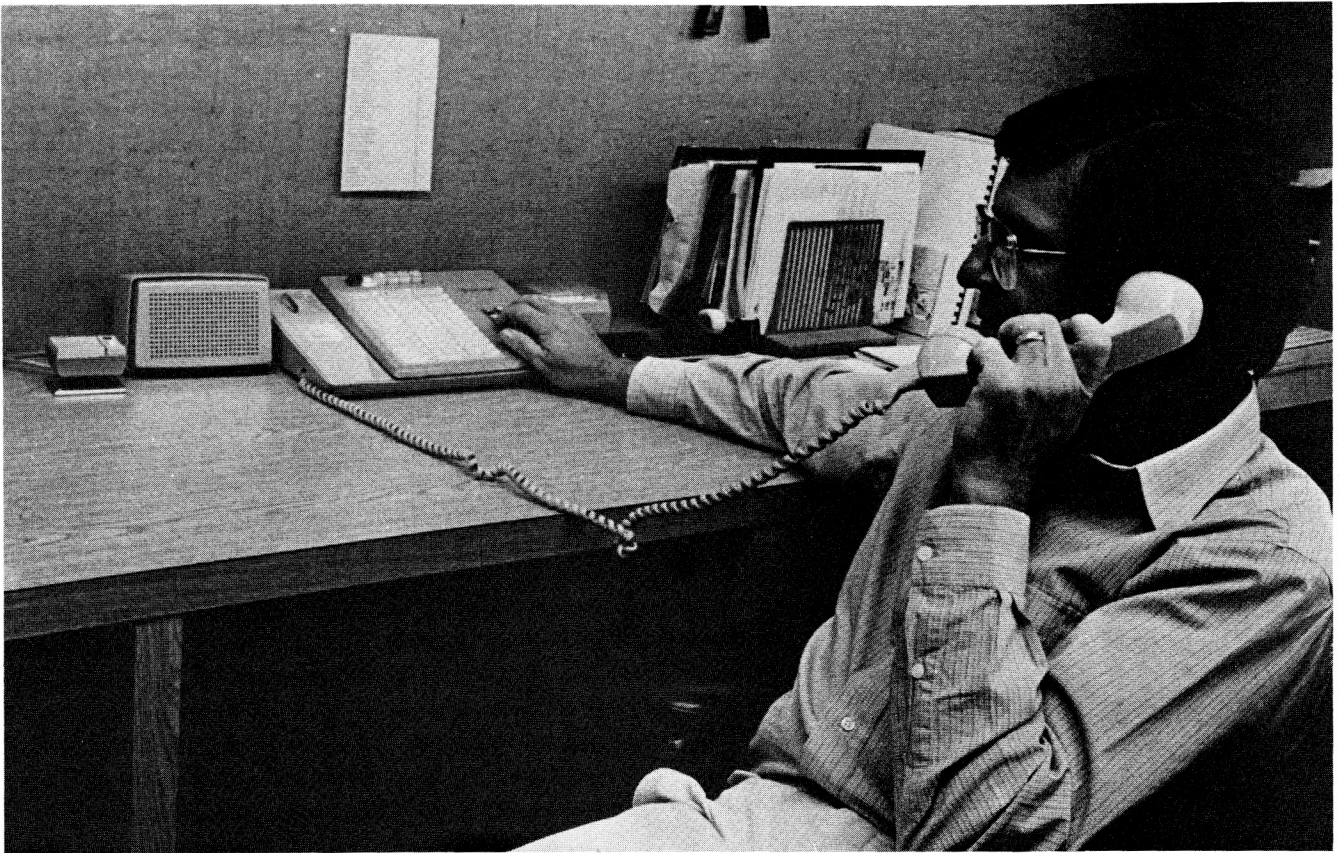


Figure 1-6. Using a telephone for dictation.



Figure 1-7. Central dictation recorder.

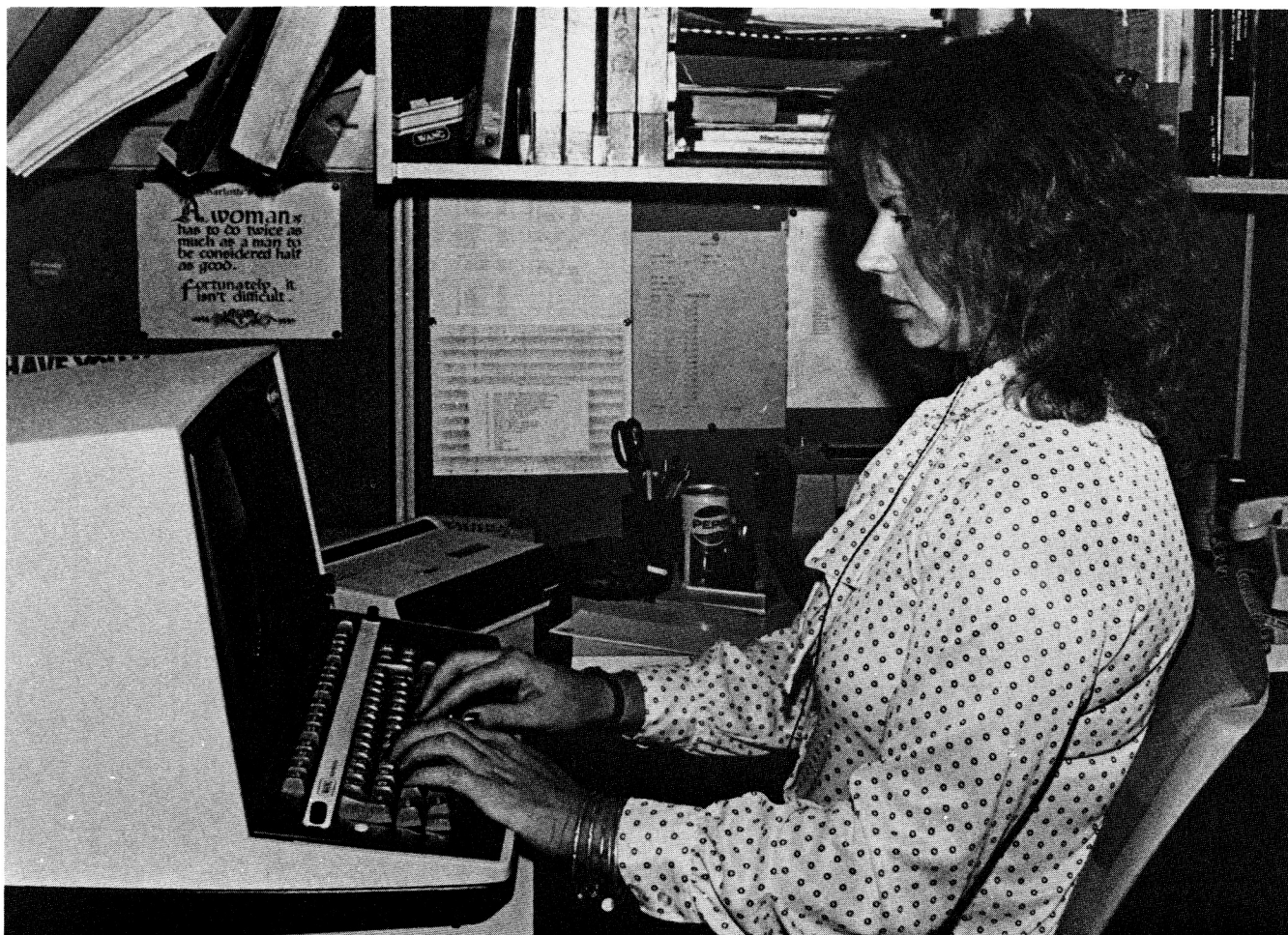


Figure 1-8. Transcription onto a word processing system.

persons then produce documents and deliver them to the originators. Through this type of central dictation system, it is possible for one transcriptionist to handle correspondence for dozens of originators. Of course, the number of machines installed and transcriptionists employed depends on the amount of dictation that is done.

Figure 1-6 is a photo of a person using a telephone for dictation.

Figure 1-7 shows a centrally located machine that records telephone dictation on cassettes. Notice that the cassettes are stacked in the machine. When dictation is complete, the machine changes cassettes automatically.

Figure 1-8 is a photo of a central transcription facility. Cassettes recorded on the machines shown in Figure 1-7 are transcribed onto a word processing system. As the transcriptionist types from dictation, the words are displaced on the screen of the word processing system. The work can be proofread and corrected on the screen. Then the system prints out finished documents at high speeds.

Dictation machines have gotten smaller and smaller through the years. These smaller dictating machines have resulted largely from advances in the field of electronics. Usually, people buy small machines because they can use them wherever they happen to be. Many people take dictating machines home to dictate correspondence as they read mail they could not get to in their offices. Others dictate on airplanes or in their cars. Much dictation is also done in hotel rooms or in offices away from the person's home city.

To meet these demands for convenience, many small, or miniature, dictating machines have been introduced in recent years. Most of these small dictating machines record on tape cassettes. Some of these use standard tape cassettes. However, for the person who wants a really small dictating unit, there are minicassettes. These are a fraction of the size of the standard cassettes. The machines that hold these minicassettes easily fit into a pocket, purse, or briefcase.

Figure 1-9 shows a standard cassette and a minicassette together, demonstrating the reduction in



Figure 1-9. Standard cassette and minicassette.

size that has become possible with the smaller recording unit.

Figure 1-10 shows a minicassette recorder alongside a full-sized, desk-top dictation machine.

Figure 1-11 illustrates how easily a minicassette recorder fits into the palm of the hand of a dictating person.

As recording units for dictation have gotten smaller, it has become necessary to build different machines for use in transcription and dictation. Many office-sized machines can be used for both dictation and transcription — with separate controls or attachments added for the job to be done. When small cassette units are used, the transcriptionist almost always uses a different machine from the one used for dictation. The transcription machines usually have better sound reproduction quality than small dictating units. They must also have controls that a correspondence secretary can use to make transcription work easier.

Figure 1-12 is a photograph of a full-sized transcription machine used for minicassettes.

There are many types of machines. Individuals often choose a certain type of machine because of the type of work done — or because of personal preferences. The choice of machines by a correspondence originator is important to a transcriptionist. The correspondence secretary has to use a machine that is compatible with the one used by the dictating person and which accepts the dictated records.

DICTATION MACHINE CONTROLS

Before you start working with dictation machines, you should be familiar with the basic controls used for dictation and transcription. If you can, look at a dictation machine you will be using. Make sure you know where all of these controls are on your machine. If possible, set up the machine and practice using these basic controls. The idea is to learn how to turn your machine on and to figure out how it works as soon as possible. The faster you learn how your machine works, the sooner you will be ready to move ahead as a transcriptionist.

The names given to controls — and the locations of controls on pieces of equipment — vary with different

Courtesy Sony Office Products



Figure 1-10. Minicassette and desk-type dictation units.



Figure 1-11. Minicassette dictation units are easy to hold.

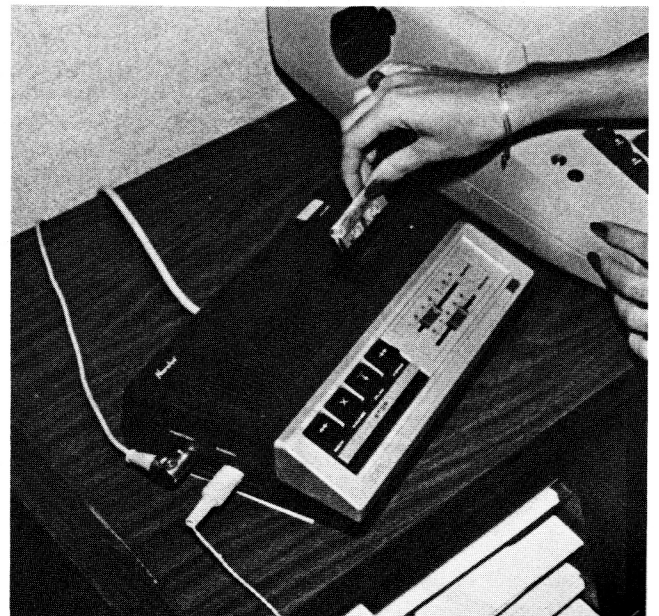


Figure 1-12. Minicassette transcriber.

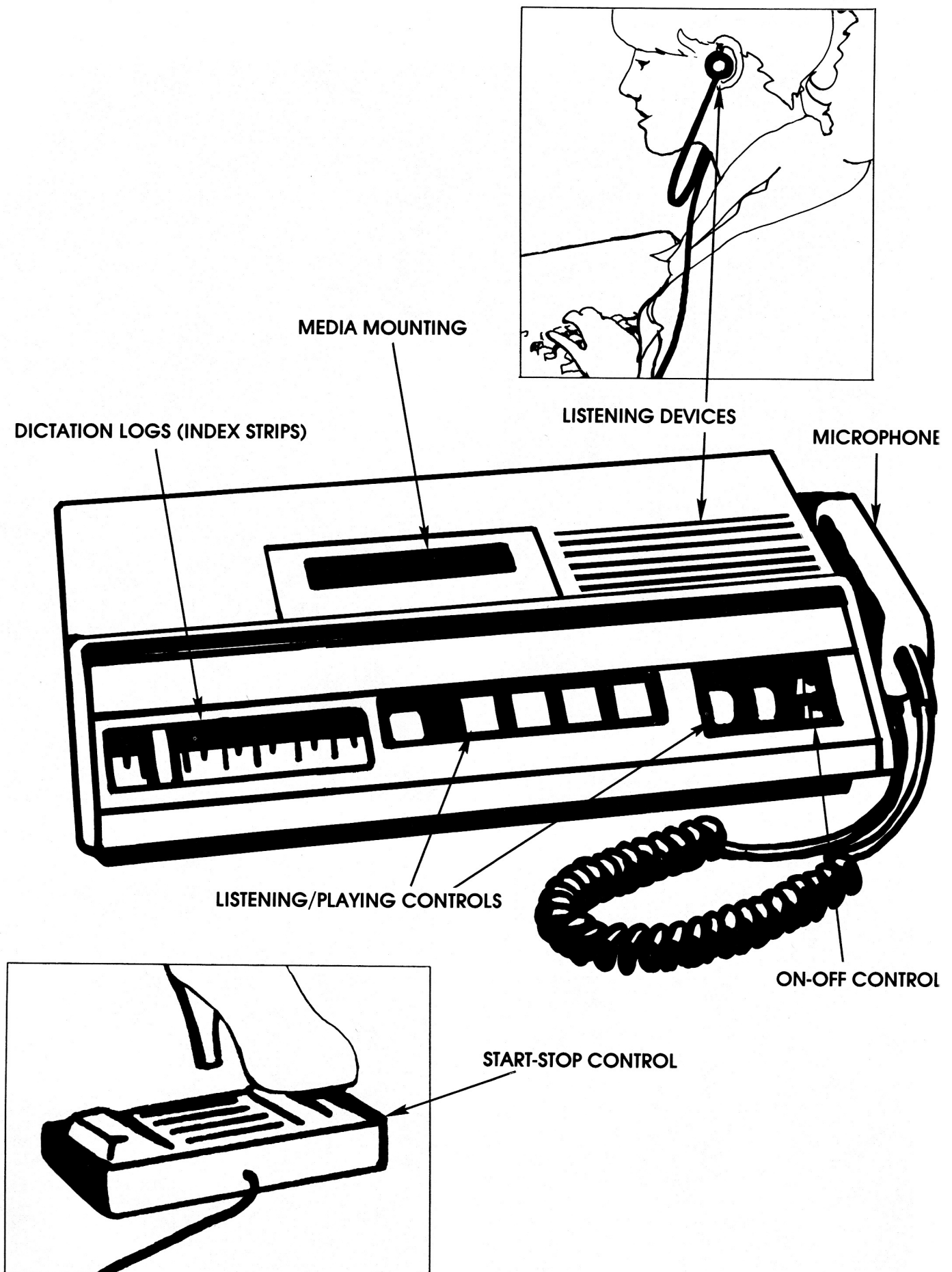


Figure 1-13. Dictation-transcription unit and its controls.

types of machines. But, to be used for dictation and transcription, all machines must have certain controls. Most of these basic controls are illustrated in the drawing in Figure 1-13, showing a cassette machine that can be used for either dictation or transcription. The controls described below are identified in the drawing.

On-off control. The first thing to learn is how to turn the machine on and off. Obviously, you can't use a machine until you learn to turn it on. Be sure to learn about the things to check before turning a machine on. For instance, it is best to be sure there are no belts, tapes, or cassettes in the machine when you first turn it on. In that way, nothing can be damaged. It is also important to remove any belts, tapes, or cassettes before turning the machine off. Always be sure to turn a dictation machine off when you are finished using it, even if you plan to come back to work on it soon. In this way, the machine is protected if you change your plans or get busy with something else. Leaving dictation equipment turned on when it is not in use can lead to burned out batteries or machines.

Media mounting. The tapes, belts, or cassettes on which recording is done — and from which the transcriptionist works — are known as recording media. The next thing you need to learn about your machine is how to mount the recording media you will use. Cassettes and belts are usually simple to load. They slip into or onto special holding devices. Tapes usually have to be threaded through a feeding and takeup system. This isn't hard. But, you still have to know, before you begin using a machine, how to handle your media without damaging or destroying recorded dictation. So, always study the specific instructions that come with each machine you are assigned to use.

Microphone. To record dictation, there must be some way to talk into a dictation machine. Recording by the dictating person is done through a microphone. On desk-type dictation units, microphones are usually connected to the machine by wires. These dictation microphones usually have controls that enable the user to dictate, to listen to what has already been dictated, and to start and stop the machine for recording or listening. On miniature devices, however, the microphone is usually built into the case of the machine. The dictating person usually holds the entire dictating machine in one hand. Controls for dictation or listening and for starting and stopping are usually located near the microphone, on the case of the machine.

Listening devices. Most dictation machines have *speakers*. These make it possible to have the recordings played back aloud. You can hear the dictation when you are several feet away from the machine. Sometimes you can hear the dictation all over the room in which the machine is being used. Speakers are valuable when you want to play dictation or a recording of a conference for a number of people. But when you want to play back dictation for your own use in transcription, you need another kind of listening device, an *earpiece* or *earphones*. With both of these listening devices the sound of the played back dictation is at low volumes for use in transcription. An earpiece fits over one ear, whereas earphones feed the sound into both ears at once. Either device works fine. It will be up to you to try them and decide which you prefer, personally.

Start-stop control. There must be a way for the typist to start and stop the machine during transcription. This is needed because a person can speak a lot faster than you can type. So, you need a way to listen to a group of words, stop the machine, then type them from your memory. You also need to be able to start the machine again when you are ready for more dictation. This is usually done by having a start-stop control on a pedal you can operate with your foot. In addition, foot pedals on dictation machines usually make it possible to play back the last few words to make sure you haven't missed anything. Thus, on a typical foot pedal, there are two controls. One is to start and stop the machine. The other is to play back several seconds of dictation that you have already heard. Some machines have start-stop switches that you use with your thumb. These are usually mounted near the space bar of your typewriter. They provide the same controls as described for foot pedals.

Listening/playing controls. There must be a control for adjusting the level of sound (loudness or softness of the voice). All transcription machines also have controls for movement of the tapes or other media forward and backward, usually at high speed. The transcriptionist may use these controls to listen ahead on dictated media to find priority jobs or special instructions. There is also a control to reverse, or rewind, the tape or other media quickly after transcription is completed or for review. These controls are usually mounted on the machine.

Dictation logs (index strips). Some dictation machines have a device that permits the dictating person to create a record of the documents dictated. Usually a paper slip is placed in a slot on the machine. The dictating person controls the recorder with a

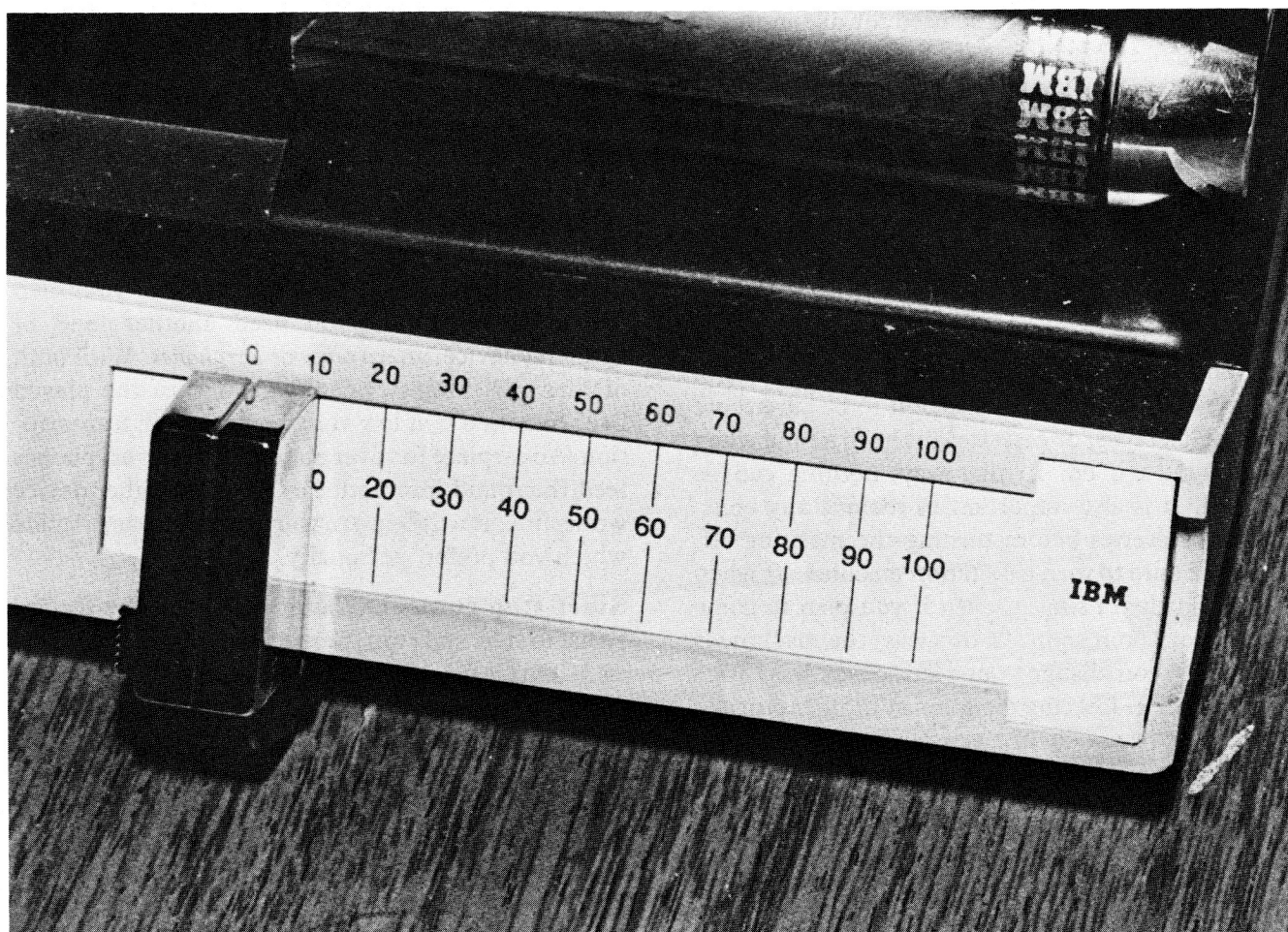


Figure 1-14. Index strip on a dictation machine.

button on the microphone. Marks are made on the paper to indicate the beginnings and ends of messages. Marks are also made to indicate places where corrections are dictated that have to be picked up by the transcriptionist. Such logs can be helpful. They let you know what to expect in the dictation given to you. However, not all machines have logs. Most miniature machines do not.

Figure 1-14 is an illustration of an index strip marked on a dictation machine. The markings indicate the starting and stopping places for the dictated items. Other markings show the points at which special instructions or corrections were dictated.

Figure 1-15 is a log marked by a person who has dictated correspondence. These notations are made by hand as work is completed.

You won't find all of the controls described above on every machine. Such features as microphones will be located on the machines used for dictation, whereas earpieces and foot pedal controls are usually included only on transcription machines. Transcription machines usually don't have microphones. It is important to understand what dictation equipment does and

how the different machines work. Then, you should know how to use your own transcription machine. Learn how to use your equipment safely and efficiently.

THE VALUE OF MACHINE DICTATION

The writing of letters, memos, and reports are necessary business jobs. Billions of business letters are written every year. Without these letters, business and government couldn't operate the way they do.

Writing letters takes time. Writing letters also costs money — many billions of dollars each year. So, everything that can be done to cut the costs of letter, memo, and reporting writing makes business more profitable. Savings in letter writing help build companies and make more jobs for workers in all fields.

Keeping up the quality of letters and reports is at least as important as cutting costs. Quality is important in two ways: Letters should state their messages clearly. They should also be typed accurately and neatly — in correct English. A letter represents the business that sends it. A sloppy letter, or a letter full

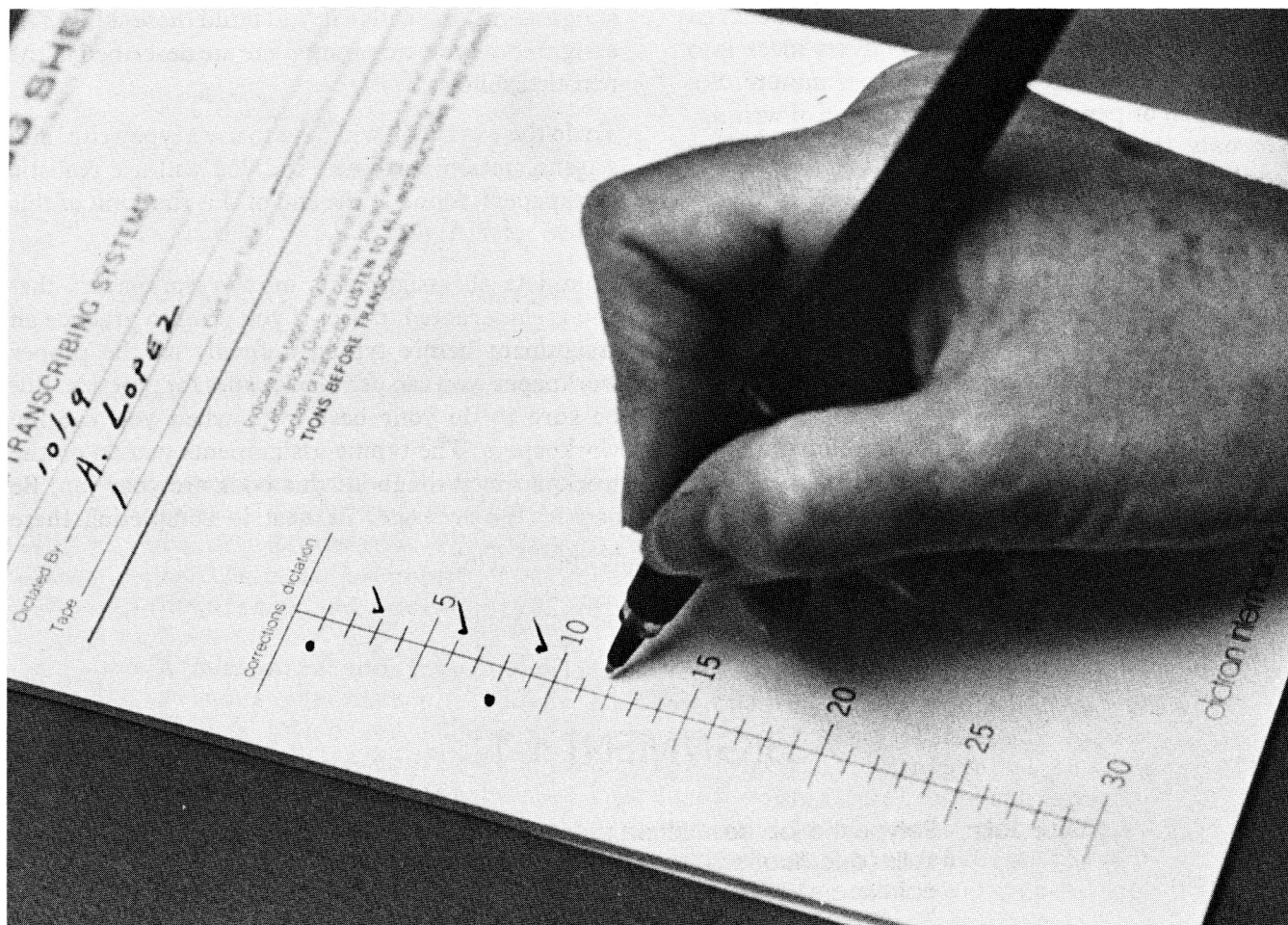


Figure 1-15. Dictation log.

of errors, makes a bad impression. A letter that is well written and typed neatly and correctly helps the company that sent it. Keeping up quality within a company that prepares thousands — or even millions — of letters every year takes a lot of work. This work can be important and interesting. It can also pay well.

Writing business letters takes teamwork. The person who supplies the ideas and words for a letter is often an executive or a manager. Whatever the positions of correspondence originators, however, letter writing is a necessary part of their jobs. But they don't have time to type and retype letters until they are of the quality needed to make them mailable. Also, very few of these persons have the skills necessary to prepare letters for mailing.

So, correspondence originators usually have teammates to help with letter writing. These are the secretaries or transcriptionists who actually type the final letters in mailable form. (Mailable letters are neat in appearance. They use language correctly. Mailable letters also follow a style or appearance pattern that is acceptable for business correspondence.)

Sometimes, letter writing starts when a correspondence originator writes a rough copy — or draft — in longhand. But writing with a pen or pencil is slow. This takes too much time for busy people. So, many business letters are dictated. This makes a lot of sense because time is saved. It also makes sense because dictation rushes the work into the hands of specialists, transcriptionists who are professionals at putting words on paper.

Dictation makes sense — so much sense that millions of people are now employed just to join the teams that produce quality business letters. More jobs are opening all the time for skilled transcriptionists. Interesting jobs are waiting for people who learn how to transcribe dictated recordings into finished letters and reports.

HOW MACHINE DICTATION SAVES TIME AND MONEY

Consider how dictation saves time. Writing in longhand, drafts can be prepared at a rate of possibly 15 or 20 words per minute. But people normally talk at

rates of 125 or 150 words per minute. It is believed that people's minds are able to convert ideas into words at rates of 250 to 400 words per minute. So, using a pen or pencil slows down the job of writing. Not only that, but writing slowly can also cause people to lose ideas because they are able to think so much faster than they write. That's why many correspondence originators dictate their business letters and reports. It's the fastest and best way for them to do this part of their jobs.

PRACTICE ASSIGNMENTS

This book is organized to help you develop the skills you need to qualify for a job as a transcriptionist. You start your skill building immediately. During the rest of this unit, you will complete a series of practice

assignments that will help you build these skills. The assignments you are to complete are described in the text that follows.

To do the work, you will have to use a typewriter and a transcription machine. And you will use realistic workpapers, found at the end of this first unit of this text.

Complete all assignments on the workpapers that you are instructed to use. If you want to practice an assignment before typing it finally on the proper workpaper, you can use blank paper for practice. But be sure to do your best work when you use the workpapers. The typing assignments you do on the workpapers throughout this book are your job. Be careful. Be accurate. Be neat in completing these assignments.

ASSIGNMENT 1-1

Your Job: Retype the job description below. This is a description reviewing the skills (qualifications) for working as a transcriptionist, or correspondence secretary.

As you work, remember that one of the skills you are building is to read and understand what you type.

You will also be determining your present typing ability. So, time yourself. Figure out your typing speed by dividing the number of minutes it takes you to type this assignment into 363, the total number of words in the text.

Reread your work carefully. Find and mark any mistakes.

Make sure you understand what you type. The next assignment will review what you have learned from completing this one.

Materials: Workpaper 1-1.

Working Instructions: Set your typewriter for a line width of five-and-one-half inches, with your left-hand margin at one-and-one-half inches.

Set your typewriter for single spacing. Double space between paragraphs. Insert today's date in the proper place. Then, start your copy two lines down from the heading.

MEMO

DATE:

TO: Transcriptionist Trainees

FROM: Training Director

SUBJECT: Job Qualifications -- Machine Transcriptionist

A transcriptionist must be a proficient typist. This is the first, basic skill requirement. The individual must also know how to use dictation transcription equipment. Spelling and English skills must be good. A transcriptionist should also be able to proofread and correct typewritten materials.

A person is considered qualified as a beginning machine transcriptionist when he or she can type 60 words per minute. This is the speed you should reach in copying from a printed or typed original. In typing from dictation, you will be expected to work at between one-half and two-thirds of your normal copying speed. This means you should be able to type 30 to 40 words per minute when you do transcription work. If you cannot operate at these speeds now, be aware that these improvements will be expected of you.

As a transcriptionist, you will be expected to be able to produce finished, mailable letters or other documents. Sometimes you will be asked to type a rough draft first. This will not have to be of mailable quality. But you should be able to type mailable letters whenever you are asked to do so.

When transcribing from dictation, you should be able to create complete, proper sentences. Your spelling should be accurate. And your sentences should be punctuated and capitalized correctly.

A professional transcriptionist must also be a skillful listener and reader. That is, you should be able to learn your job skills from the things you hear and read as you produce finished documents. For example, you should remember the meanings and spellings of new words when you hear them used. Simply typing what you hear or see is not enough; you must help assure that all work delivered is of high quality.

When you master these skills, you will qualify for interesting jobs that pay comparatively well.

ASSIGNMENT 1-2

Your Job: As a transcriptionist, one of your important skills lies in learning from information you hear and read. Now is a good time for you to begin practicing this skill. Do this by turning to Workpaper 1-2 at the end of this chapter. This is a short quiz covering information you have learned about machine transcription so far. The purpose of these questions is to help build your own confidence. Make sure you understand all of the questions and answers. This information is part of the base on which you will be building your machine transcription skills.

Materials: Workpaper 1-2.

Working Instructions: Turn to and complete Workpaper 1-2 whenever you are ready or when you are instructed to do so.

ASSIGNMENT 1-3

Your Job: Read the following memo carefully. There are mistakes in this memo. The types of mistakes you will find are typical for handwritten documents. Correct all the errors you can find by writing directly over the copy printed below. If there isn't room to write the corrections within the body of the memo, cross out the mistakes and write the corrections in the margin, as shown in the example at the beginning of the memo.

After you have corrected the handwritten draft, type the memo on Workpaper 1-3, as instructed below.

Reread your typing carefully. Mark and correct any typing mistakes.

As always, make sure you understand what you type.

Materials: Workpaper 1-3.

Working Instructions: Set your typewriter margins for a line width of five-and-one-half inches, with your left-hand margin at one-and-one-half inches.

Set your typewriter for single spacing. Double space between paragraphs.

Enter today's date at the top of the memo you type. Adjust the workpaper in your typewriter so that you can type the memo-heading entries in line with the printed words. Then start the body of the memo two lines below the last line of the heading.

future SECRETARIES ASSOCIATION

MEMORANDUM

Date:

To: Transcriptionist Trainees

From: Training Director

Re: Job Qualifications -- Machine Transcriptionist

Typing time _____ Gross words per minute _____ Errors _____

WORKPAPER 1-1

WORKPAPER 1-2

Name _____ Period or Class _____ Date _____

Enter the correct choice of answers or the word needed to complete the sentence in the space below and to the left of each question.

- _____ 1. Select the word or term below that is a synonym for (means the same as) transcriptionist.
- A. Typist
 - B. Secretary
 - C. Correspondence secretary
 - D. Dictator
- _____ 2. A transcriptionist should be able to type at a rate of _____ words per minute in copying from another document.
- _____ 3. When doing machine transcription from a recorded voice, a transcriptionist should be able to type at between one-_____ and two-_____ of his or her full typing speed.
- _____ 4. A transcriptionist must be able to produce
- A. Clear dictation.
 - B. Dictation logs or index strips.
 - C. Rough drafts of documents only.
 - D. Mailable letters as well as rough drafts.
- _____ 5. A transcriptionist should be able to understand and learn from reading and _____.
- _____ 6. The most important transcription skill in presenting words accurately is
- A. Formatting documents.
 - B. Spelling.
 - C. Copy typing.
 - D. Reading.
- _____ 7. To assure the quality of finished work, a transcriptionist must be able to organize streams of dictated words into correct
- A. Sentences.
 - B. Spelling.
 - C. Capitalization.
 - D. Punctuation.
- _____ 8. To form sentences, a transcriptionist must have good skills in
- A. Typing speed.
 - B. Punctuation and capitalization.
 - C. Typing exactly what he or she hears.
 - D. Preparing rough drafts of documents.
- _____ 9. One of the advantages of machine transcription, as compared with shorthand, is that
- A. The stenographer is with the executive who dictates.
 - B. Machine transcription is more expensive because two people are involved.
 - C. The transcriptionist works from the actual voice of the dictating person, so work can often be more accurate.
 - D. Machine transcription requires that the executive be in his or her own office to dictate.
- _____ 10. Machine transcription is _____ in cost because it is not necessary for two people to be tied up when only one is dictating.
- A. More expensive
 - B. Less expensive
 - C. The same
 - D. Identical

MEMORANDUM

DATE:

TO:

FROM:

SUBJECT:

WORKPAPER 1-4

Name _____ Period or Class _____ Date _____

Compose rough-draft answers in the spaces below the following questions. Make sure you write complete, correct sentences. Your answers should be in rough-draft form.

TRANSCRIPTION MACHINE CONTROLS

What is the name and model (or model number) of your transcription machine?

Identify and describe the recording medium (cassette, belt, tape, etc.) used on your transcription machine.

Describe the steps used to insert or mount the recording medium on your transcription machine.

Identify the listening device you will use and describe its use.

Explain how you adjust the sound control or controls on your machine.

Describe and explain use of controls to move forward or to rewind the recording media on your machine.

future secretaries association

MEMORANDUM

DATE: Today

TO: Transcription Trainees

FROM: Training Director

RE: Getting Set for Your First Transcription Assignment

MEMORANDUM

DATE:

TO: Transcription Trainees

FROM: Training Director

RE: The Value of Machine Transcription

MEMORANDUM

DATE:

TO: Transcription Trainees

FROM: Training Director

RE: Duties of Word Processing Personnel

2

TRANSCRIBING BUSINESS CORRESPONDENCE

YOUR LEARNING JOB

One of your important duties as a transcriptionist or correspondence secretary will be to prepare mailable letters. So, an important part of the knowledge you bring to the job will be about forms and styles of business letters. This unit is designed to help you learn about the forms and styles of business correspondence. You will also have an opportunity to practice and build your letter-writing skills.

When you complete your work in this unit, you should know and be able to do the following:

- ☐ You should know the parts of a business letter, their positions within a letter, and their purposes.
- ☐ You should know the structures and formats of the common styles of business letters, including block, modified block, semiblock, and AMS styles.
- ☐ You should know where to place the parts of a



Figure 2-1. Getting set to transcribe.

① Career Guidance Consultants ②

1904 Bloomington Avenue
Cincinnati, Ohio 54201

③ January 13, 19--

④ CONFIDENTIAL

⑤ Apex Manufacturing Company
101 Industrial Way
Cincinnati, OH 54203

⑥ ATTENTION Mr. George Carducci, Personnel Director

⑦ Greetings:

⑧ SUBJECT Training for Correspondence Secretaries

Thank you for your letter asking about our services. We appreciate your request that your inquiry be treated with confidence.

A brochure describing our services for the training of correspondence secretaries is enclosed. As you will note, we have complete batteries of tests to check out qualifications of persons admitted to the program. These screen candidates for their ability to type, use language, and understand spoken instructions.

⑨ The tests could be administered both to persons who are now employed by your company or to persons recruited for your consideration by our agency.

Training programs can be conducted in your offices or in our training center.

We hope you find this information to be of value and that we may be of service.

⑩ Sincerely,



⑪ Gertrude Pulaski,
Staff Consultant ⑫

⑬ bk

⑭ Enclosure Brochure

⑮ cc: Sally Gomez, Director of Instruction

⑯ bcc: H. Arkadian, Director, Career Guidance Institute

⑰ P.S. We are starting a new training program at our facilities next week. We would be pleased to have you visit and observe our methods.

Figure 2-2. Sample business letter.

letter on a letterhead based on the length, content, and style of any individual letter.

- You will type letters in the block, modified block, semiblock, and AMS styles from practice dictation cassettes.
- You should know the style to follow in typing business memos.
- You will type a business memo from a practice dictation cassette.

PARTS OF A BUSINESS LETTER

To write a letter, you have to know what parts to include and where each part belongs. The easiest way to learn this is to examine and review a business letter. So, as you read these explanations, look also at the numbered notes on the accompanying letter in Figure 2-2. These numbers match the identifications and explanations that follow.

(1) **Letterhead.** The printed heading which includes the sender's name and address is known as a letterhead. The same term is also used to describe the entire sheet of headed paper used for writing letters. Most business letterheads in the United States are the same size as standard typing paper — 8 1/2 by 11 inches or 21.5 by 27.94 cm.

(2) **Company logo.** This is the designed imprint of the company's name, address, and telephone number. Most companies make a special effort to design attractive logos and letterheads. Letterheads with logos imprinted are usually used for all correspondence with individuals or organizations outside the company.

(3) **Date.** The current date should be typed at the top of each letter. A typical correspondence style rule is that the date is typed 14 lines beneath the top edge of the letterhead.

(4) **Addressee or Mailing notation.** A typed line of this kind is used only occasionally on business letters — usually for a special purpose. (A notation is used here to illustrate this feature for you.) Attorneys or doctors sometimes use an addressee notation to indicate that the content of a letter is *Private*, *Personal*, or *Confidential*. A mailing notation might indicate that the letter is to be sent by *Special Delivery* or *Registered Mail*. If an addressee or mailing notation is used, it is typed two lines beneath the date.

(5) **Inside address.** The inside address contains the name and mailing address of the person or organiza-

tion receiving the letter. The first line can have the name and title of a person. If this is done, the next line can have a company name. The line that follows — either the second or third line of the inside address — contains the street address. There may also be a separate line to identify the street address further. For example, a line of the address might indicate a specific room or suite number for the office of the company receiving the letter. The final line of the inside address is for the city, state, and zip code number. The inside address is typed from two to eight lines under the date or notation line.

(6) **Attention line.** An attention line is used to call the attention of a specific person to the document. Often, an attention line is used for situations in which a letter should be addressed to a company for legal or policy reasons. Yet, the writer wants the letter to go to a specific person within the company. So, the attention line directs a letter to the specific individual or title. When used, an attention line is positioned two lines beneath the inside address. This line may be typed beginning at the left margin; or it may be centered on the letterhead. Also, the attention notation may be typed either in all capital letters or in capital and lowercase letters.

(7) **Salutation.** The salutation directs a letter to the person or organization receiving it. The salutation of most business letters begins with the word "Dear." A salutation may be formal or informal. A formal salutation uses an abbreviation of the title and last name of the person addressed, such as *Dr. Willis*, *Mr. Kelly*, *Mrs. Robinson*, *Miss Lopez*, *Ms. Trotti*, or *Prof. Mitsui*. If a letter is addressed to a company, even though there is an attention line, a general salutation is used: *Gentlemen*, *Dear Sir or Madam*, or *Greetings*. If the letter is to a friend, an informal salutation may be used: *Dear John*. Sometimes, informal salutations begin with a word other than "Dear." Example: *Hi, Sue*. The salutation begins at the left margin. It is typed two spaces beneath the inside address or attention line.

(8) **Subject line.** The subject line is used to identify the topic or main idea of a letter. The line can be introduced in two ways: *Subject:* or *Re:* (for regarding — what the letter is about). The line can be started at the left margin. It can also be centered on the page or indented the same number of spaces as indentations that begin paragraphs. When used, this line is typed two spaces beneath the salutation.

(9) **Body.** The body of the letter is its content. It consists of one or more paragraphs that carry the message to the reader. The body begins two spaces

beneath the salutation or subject line. Usually, the body is single spaced, with double spacing between paragraphs. In single spaced letters, paragraphs usually begin at the left margin. Sometimes, letters are double spaced. If this style is used, the first line of each paragraph is indented.

(10) Complimentary close. The complimentary close announces that the message is complete. Complimentary closes can be formal or informal. Typical formal complimentary closes include: *Yours very truly*, or *Very truly yours*. Typical informal closes are *Sincerely*, *Sincerely yours*, or *Respectfully yours*. The complimentary close is typed two spaces below the last line of the body of the letter.

(11) Signature line. The signature line contains the complete name of the sender of the letter. Its purpose is to convey this information in easily understandable form, since many written signatures are hard to decipher. Thus, the signature line must be far enough beneath the complimentary close to leave room for the sender to write his or her name. The number of spaces can vary. But there should be a minimum of three. If there is enough room on the letterhead, it is usually better to position the signature line four spaces beneath the complimentary close.

(12) Official title. A notation about the official title of the sender of the letter should be used whenever possible. If the title consists of one short word, it may be typed at the end of the signature line. If the title is longer, it should be typed one space below the signature line.

(13) Typist's initials. The initials of the typist should be entered on each letter. This makes it possible to call upon the same individual to answer questions or to handle additional correspondence on the same subject. The typist's initials should be placed two spaces below the signature line or official title.

(14) Enclosure notation. If additional documents are to be enclosed with a letter, this fact should be noted. This information can be valuable to the person receiving the letter. Sometimes letters and the documents mailed with them are separated. If there is an enclosure notation and the person receiving the letter can't find any enclosures, this is a signal to look for the documents, to ask the sender if they were lost, or to try to get replacements for the missing items. This notation can consist of an abbreviation — *Encl.* — or the full word, *Enclosure*. If more than one document is enclosed, the number of enclosures should be identified. Also, if an enclosure is impor-

tant, it can be described briefly. (Example: *Enclosure: Contract.*) If it is used, the enclosure line should be typed two spaces beneath the typist's initials.

(15) Copy notation. This is also known as a carbon copy notation; however, this notation can be either for carbon copies or for those made on an office copying machine. When a copy notation is made on an original letter, the recipient knows who is sharing the same information. A copy notation may be an abbreviation — *cc* for carbon copy. As an alternative the word *Copy* may be typed. If a notation is used, it is placed two spaces beneath the enclosure notation or the typist's initials.

(16) Blind copy notation. Sometimes the sender wants copies of a letter to go to one or more persons without letting the person receiving the letter (addressee) know. If used, therefore, the blind copy notation is typed only on a copy of the letter. This notation would be typed two spaces under the copy notation, enclosure notation, or typist's initials, only on the copy of the recipient and on the sender's file copy, not on the original.

(17) Postscript (P.S.). A postscript, or P.S., is an additional message added at the end of a letter. Often, this message is something the sender forgot to say. Sometimes, a postscript is used to give special emphasis to a brief message. If a postscript is used, it is typed two spaces below the last item that it follows.

(18) Second page heading. If the body of a letter cannot be finished on a single page, additional pages are added. Some companies use special letterheads for second sheets. Others use plain paper. In any case, each additional page should be headed with the name of the sender, the page number, and the date of the letter. These items can be typed either block style (at the left margin in three lines) or across a single line at the top of the page. The heading for the second or succeeding pages should begin six spaces below the top edge of the paper.

Figure 2-3 illustrates a block-style heading for the second sheet of a letter.

Figure 2-4 shows a second sheet heading written across a single line.

THE VALUE OF STANDARD LETTER PARTS

Now that you have reviewed the standard parts of a business letter, it is worth thinking for a moment about their value.

Almost any business letter, in almost any company, will have the same parts, in the same order (or

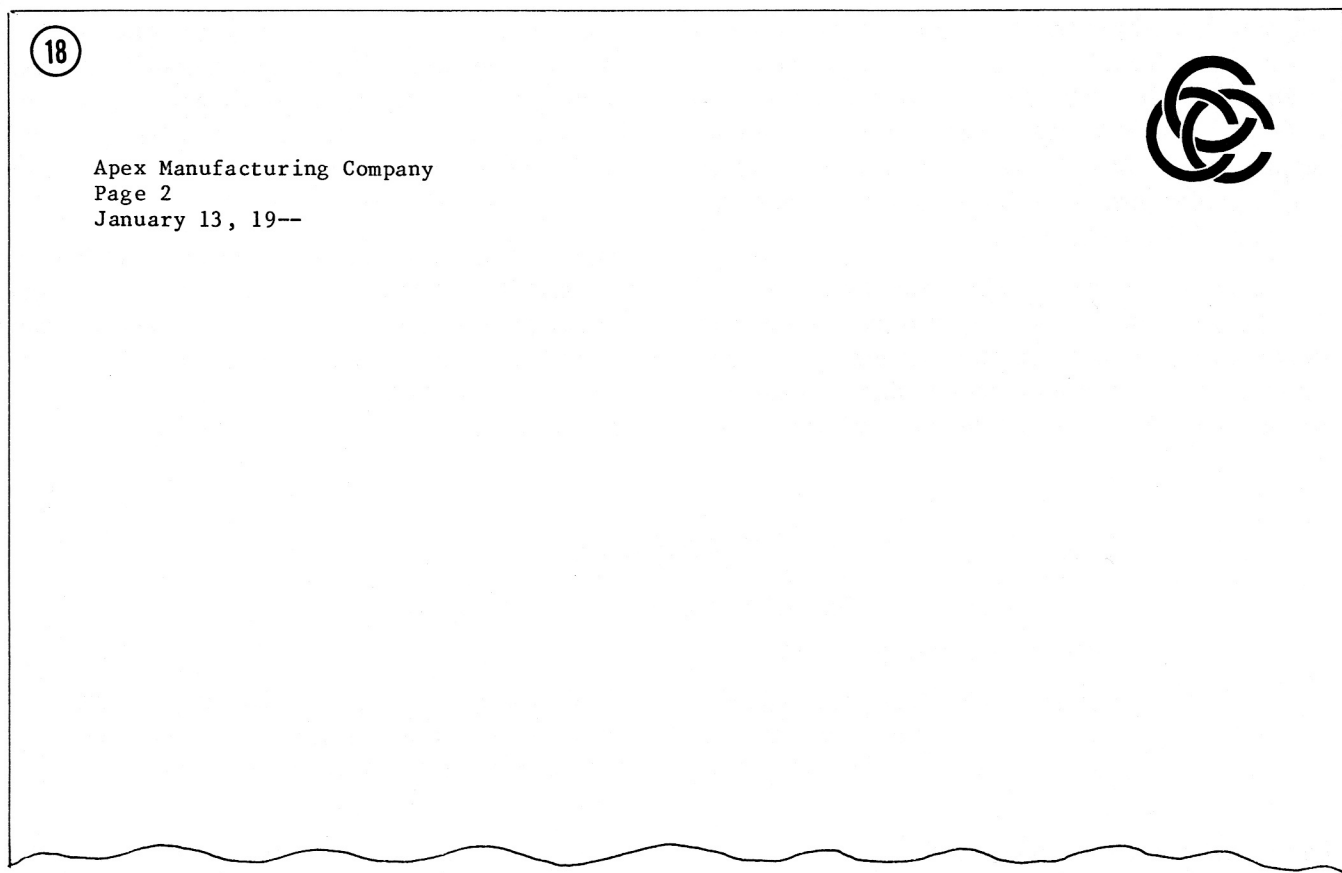


Figure 2-3. Second sheet heading, block style.

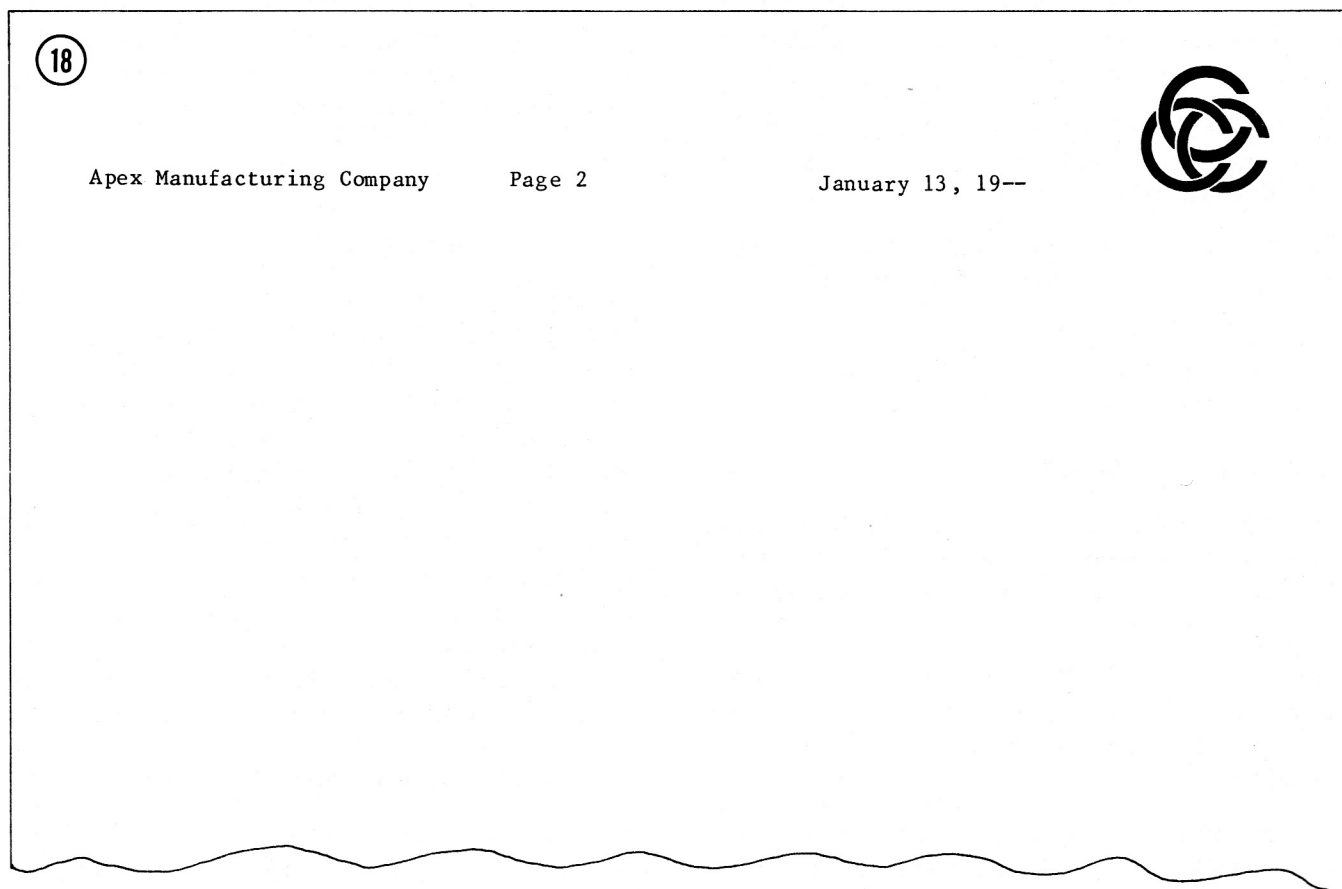


Figure 2-4. Single-line heading for second sheet.

sequence). Without this kind of structure, it would be difficult to handle large volumes of correspondence in an office. The originator of a letter would have to give different instructions with every piece of correspondence. And the correspondence secretary would spend more time listening to instructions than in producing documents.

Because business letters do have standard parts, real teamwork becomes possible in producing correspondence. The originator has the structure of a letter in mind. In dictating, it becomes possible, for example, to begin with the content of the inside address, give a

salutation, then move right into the body (if that is the style to be used). The transcriptionist will know, without being told, that the date goes at the top of the letter. The spacing of the elements of the letter will be standard — as long as the correspondence secretary knows the length of the letter.

So, knowing the parts of a standard business letter is an important part of the qualifications for any transcriptionist. For this reason, your first assignment in this unit is a written review covering parts of a business letter. Before going further, complete Assignment 2-1.

ASSIGNMENT 2-1

Your Job: Complete the written review in Workpaper 2-1.

Materials: Workpaper 2-1.

Working Instructions: Answer all questions. Check your work against the descriptions of the parts of a business letter given in this unit. If you don't understand a question or an answer, ask your instructor or coordinator for help.

PUNCTUATION STYLE ALTERNATIVES

In typing the salutations and complimentary closes for letters, you may be instructed to use (or may find you have a chance to select) either of two punctuation styles — open or mixed.

If you use the open punctuation style, you do not place any punctuation marks after either the salutation or the complimentary close.

If you use the mixed punctuation style, a colon is placed after the salutation and a comma is typed after the complimentary close.

Both these punctuation styles are illustrated in the examples that follow.

MARGINS FOR LETTERS

In typing letters, the preferred style is to use a line length of five-and-one-half inches. This corresponds to 55 spaces of pica type or 66 spaces on elite typewriters.

If you use a line of this width, it is best to set the left margin one-and-one-half inches from the left edge of the paper. This corresponds to 15 spaces of pica type, 18 of elite.

For letters that are especially short, it is acceptable to use a narrower line width, perhaps five inches or four-and-one-half inches. If a narrower typing line is

used, the left margin can be set as much as two inches from the edge of the paper.

For long letters that you want to get onto a single page, it is acceptable to use line widths of up to six-and-one-half inches. If this is done, the left margin can be set as close to the edge of the paper as one inch.

STANDARD LETTER STYLES

In addition to having standard parts, letters are also put together following standard forms, or styles. The style of a letter determines where the parts are typed on the letterhead. Each organization that originates letters usually sets up its own standards for letter style. Thus, there may be differences or special parts for the letters you write in any specific job you hold. However, there are some generally accepted styles for business letters. Each type of letter has special features or purposes designed to make the documents easier to read or to increase the efficiency of correspondence secretaries. As a transcriptionist, you should be familiar with four of these styles.

Block (or Full Block) Style

A letter in the full block format is generally easiest to type because all parts of the document start at the left margin. In this way, the correspondence secretary



INSTITUTE FOR COMMUNICATIONS

8501 WABASH AVENUE, CHICAGO, IL 60601

Area Code 312

484-3300

January 3, 198-

Ms. Jane Sakamoto
Jones Business College
1111 Main Street
Arcadia, CA 92343

Dear Ms. Sakamoto

This letter is typed in block style (also called full block or blocked style). An important feature of this style is that each line begins at the left margin.

This style is popular because it is easy to set up a typewriter to produce this kind of letter. Many large business offices have standardized on this type of letter because it lends itself to high typing productivity.

With the block style of letter, open punctuation is recommended. With open punctuation, no punctuation mark is placed after the salutation or complimentary closing.

Very truly yours

Francis X. Gasperi, Jr.
Correspondence Consultant

aw

Figure 2-5. Block, or Full Block, Style.



INSTITUTE FOR COMMUNICATIONS

8501 WABASH AVENUE, CHICAGO, IL 60601

Area Code 312

484-3300

January 3, 198-

Ms. Jane Sakamoto
Jones Business College
1111 Main Street
Arcadia, CA 92343

Dear Ms. Sakamoto:

This letter is typed in modified block style. In this style, the date, complimentary closing, signature line, and sender's title are indented to the center of the page. For example, a tab stop 30 spaces from the left margin is used for this letter.

With the modified block style of letter, mixed punctuation is recommended. With mixed punctuation, a colon is placed after the salutation and a comma is used after the complimentary closing.

The modified block style of letter is popular in many offices where people feel that the indented lines make for a balanced appearance.

Very truly yours,



Francis X. Gasperi, Jr.
Correspondence Consultant

aw

Figure 2-6. Modified Block Style.

does not have to tabulate or to type anything in special indented positions.

Note that, as illustrated in Figure 2-5, open punctuation is recommended for letters written in the full block style. However, you may be instructed to use the mixed punctuation style with a full block letter. This is the advantage of having standard styles and parts for business correspondence: It is easy for an originator to describe what is wanted and for a correspondence secretary to understand and follow instructions.

Modified Block Style

When a letter is typed in the modified block style, the date, complimentary close, signature, and official title lines are indented to the middle of the page.

This means that the correspondence secretary must tabulate to write these parts of the letter. Many people prefer the “balanced” appearance that comes from indenting these parts of the letter. It is a matter of taste and individual choice. Again, however, the existence of standard styles makes it easy to give and to understand instructions for letter writing.

Note that the mixed punctuation style is recommended for use with the modified block style, as shown in Figure 2-6.

Semiblock Style

The semiblock style is similar to the modified block style in that the date, signature line, and official title line are indented to the middle of the page. In addition, the first line of each paragraph is indented five or more spaces.

The example in Figure 2-7 uses mixed punctuation and also demonstrates positioning of indented attention and subject lines.

AMS Simplified Style

This is a so-called simplified style of letter developed by the American Management Society. It is designed to highlight content in the body of the letter by placing each topic or key statement in a separate, numbered paragraph. This approach is similar to the correspondence style used by the Armed Forces, in which all paragraphs are numbered. The numbering makes it easier to refer back to an original letter in writing an answer.

The AMS style follows the principles of a blocked format in that all parts of the letter start at the left margin. However, the paragraphs that follow the

numbers are all indented five spaces from the left margin, as shown in the example in Figure 2-8.

PLACING YOUR LETTER ON A LETTERHEAD

An important responsibility of a correspondence secretary is to be sure that all letters that go into the mail are attractive in appearance. One of the elements of an attractive letter lies in the way typing is positioned on the letterhead. A short letter should not appear to be squeezed into the upper portion of the letterhead. Letters should be positioned to help make the messages easier to find and to read. To do this, you should place your typewritten content on the letterhead according to the size of the letter itself. Here are some guidelines:

Very Short Letters

If the body of a letter has less than 80 words (about eight or nine typewritten lines), it is best to double space. In addition, start your letter lower on the page than you would if you were producing a longer document. This means that the space between the date line and inside address is increased.

Normally, the date is positioned about three to five lines below the last printed information on the letterhead or on the fourteenth line from the top of the paper. Your inside address can be as close as two spaces beneath the dateline. However, if your letter has less than 80 words, you can start the inside address up to 12 spaces below the date line.

Short Letters

Any letters with more than 80 words in the body should be single spaced.

If a letter has between 80 and 100 words, you should begin the inside address 12 lines beneath the date. Use your own judgment, of course. The idea is to spread the content of the letter so that it occupies a letterhead attractively. The technique you use should depend at least partly on the design of the letterhead.

Average-Length Letters

The body of an average-length, one-page letter contains between 101 and 200 words. If you estimate a letter you are typing to be of this length, start the inside address four to six spaces below the date. Remember, there should be at least two spaces between the date line and the beginning of the inside address. Use single spacing, of course.



INSTITUTE FOR COMMUNICATIONS

8501 WABASH AVENUE, CHICAGO, IL 60601

Area Code 312

484-3300

January 3, 198-

Ms. Jane Sakamoto
Jones Business College
1111 Main Street
Arcadia, CA 92343

Dear Ms. Sakamoto:

This letter is typed in semiblock style, a variable of the modified block style. As is true in the modified block style, in the semiblock style the date, complimentary closing, signature line, and sender's title are indented to the center of the page. For example, a tab stop 30 spaces from the left margin is used for this letter.

The single, major difference between the modified block and semiblock styles is that the first lines of paragraphs are indented. In this letter, the first lines of paragraphs are indented five spaces from the left margin.

Mixed punctuation is recommended with the semiblock style, just as is the case with the modified block style. Remember, with mixed punctuation, a colon is placed after the salutation and a comma is used after the complimentary closing.

The semiblock style has the same advantage of balanced appearance as the modified block style.

Very truly yours,

Francis X. Gasperi, Jr.
Correspondence Consultant

aw

Figure 2-7. Semiblock Style.



INSTITUTE FOR COMMUNICATIONS

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Area Code 312

484-3300

January 3, 198-

Ms. Jane Sakamoto
Jones Business College
1111 Main Street
Arcadia, CA 92343

AMS SIMPLIFIED STYLE FOR LETTERS

Here is an example of the so-called simplified style of letter developed by the American Management Society. This style is similar, in a number of ways, to the military style of correspondence. The key features of the AMS simplified style include:

1. All paragraphs containing information for the recipient are numbered. All paragraphs, both introductory and numbered, begin at the left margin. Paragraphs following numbers are indented, as is being done in this letter.
2. If space permits, leave four lines between the date, typed close to the letterhead, and the inside address.
3. Type a subject line for each letter. Do this three lines beneath the inside address. Note that there is no salutation.
4. Start the body of the letter three lines beneath the subject line. In the body of the letter, skip one line between paragraphs.
5. There is no complimentary closing. Instead, type the sender's name and title, in capital letters, at least four lines after the last line in the body of the letter. Begin the signature line at the left margin.
6. The typist's initials should be placed two lines beneath the signature line, at the left margin.
7. If there is an enclosure notation, it belongs two lines beneath the typist's initials, also at the left margin.

FRANCIS X. GASPERI, JR., CORRESPONDENCE CONSULTANT

aw

Figure 2-8. AMS Simplified Style.

Two-Page or Multiple-Page Letters

If you feel a letter will barely fit on one page, or that it may require two or more pages, start the inside address two or three lines beneath the date. As you move toward the bottom of a page of typing, keep

checking to see when you should start a new page.

That completes your review of the principal letter styles and placements. Now you are ready to put your knowledge about the parts and styles of letter to use with some realistic dictation assignments.

ASSIGNMENT 2-2

Your Job: Transcribe Side 1 of Cassette 2.

Materials: Workpaper 2-2.

Working Instructions: All specific instructions are dictated on the cassette.

Also, before you begin any transcription assignment, remember to follow the instructions you typed in Assignment 1-5 about setting up for transcription.

To help you develop your ability to listen to and remember groups of words for transcription, Sides 1 and 2 of Cassette 2 have recorded tones to indicate points at which you should stop the tape and type what you have heard.

ASSIGNMENT 2-3

Your Job: Transcribe Side 2 of Cassette 2.

Materials: Workpaper 2-3.

Working Instructions: All specific instructions are dictated on the cassette. Remember your general instructions.

ASSIGNMENT 2-4

Your Job: Transcribe Side 1 of Cassette 3.

Materials: Workpaper 2-4.

Working Instructions: All specific instructions are dictated on the cassette. The tones guiding you in the starting and stopping of the tape during transcription have been dropped. From here on, it is up to you to control transcription playback. Use your own judgment to determine when you have an earful of words.

ASSIGNMENT 2-5

Your Job: Transcribe Side 2 of Cassette 3.

Materials: Workpaper 2-5.

Working Instructions: All specific instructions are dictated on the cassette.

ADDRESSING ENVELOPES

Part of the job of a transcriptionist is to prepare envelopes for the letters that are typed. So, it is important for you to know the rules about typing envelopes for business correspondence. Let's review these.

The great majority of business letters are mailed in standard, number 10 envelopes. These generally have the company name printed on them to match the letterhead. The standard number 10 envelope measures $9 \frac{3}{4}$ by $4 \frac{1}{8}$ inches, or 24.765 by

10.477 cm. A letterhead that has been folded twice (into three parts) fits easily into one of these envelopes.

The typewritten address on the envelope contains the same information as the inside address of the letter. Begin typing the address 14 spaces below the top edge of the envelope. The margin for the address should be four inches from the left edge of the envelope.

The addressing of a standard number 10 envelope is illustrated in Figure 2-9.

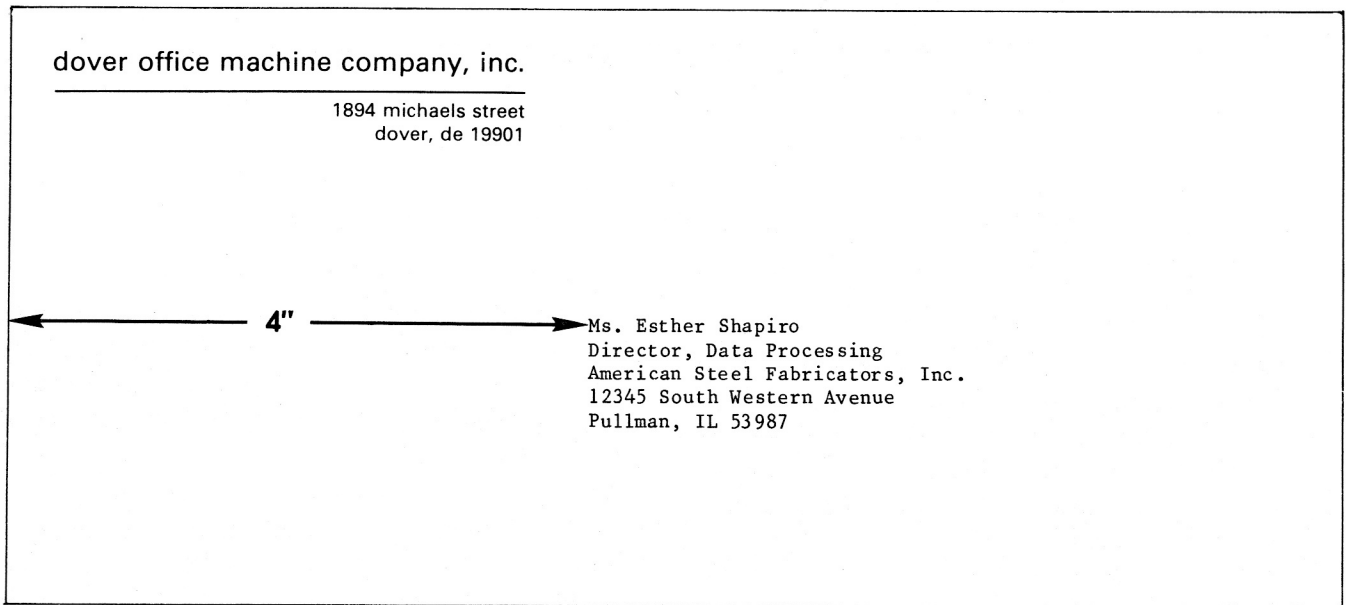


Figure 2-9. Position of address on No. 10 envelope.

ASSIGNMENT 2-6

Your Job: Prepare an envelope for the letter you typed on Workpaper 2-2.

Materials: Workpaper 2-6.

Working Instructions: Follow the standard format for addressing standard number 10 envelopes for the mailing of business letters.

ASSIGNMENT 2-7

Your Job: Prepare an envelope for the letter you typed on Workpaper 2-3.

Materials: Workpaper 2-7

Working Instructions: Follow the standard format for addressing business envelopes.

ASSIGNMENT 2-8

Your Job: Prepare an envelope for the letter you typed on Workpaper 2-4.

Materials: Workpaper 2-8.

Working Instructions: Follow the standard format for addressing business envelopes.

ASSIGNMENT 2-9

Your Job: Prepare an envelope for the letter you typed on Workpaper 2-5.

Materials: Workpaper 2-9.

Working Instructions: Follow the standard format for addressing business envelopes.

THE INTEROFFICE MEMORANDUM

A lot of the work typed by transcriptionists helps deliver messages to people in the same organization as the originator. This is called interoffice correspondence. Messages going to people within the organization are often called interoffice memos. They are also called memorandums or memoranda (either word can be used as the plural of memorandum).

Different rules and styles usually apply for interoffice messages and for external correspondence — letters addressed to people outside the organization. Some of these differences involve the stationery used and the style or format of the messages.

An example of stationery used for interoffice memos is illustrated in Figure 2-10. Instead of an artistic letterhead, this form is printed in plain letters and in one color, usually black. It is on ordinary typing paper rather than the expensive, stationery-quality

paper used for most letterheads. Spaces are provided to head a memo with five items of information: Date, To (the person receiving the memo), CC (persons receiving copies), From (the sender), and Subject or Re (for regarding).

Another way to handle interoffice correspondence is to buy standard forms. Many printing or business forms companies prepare such forms. These are usually less expensive than specially printed forms. An example of such a form is shown in Figure 2-11.

Some companies don't use printed forms for memos. Instead, the words for the heading words are typed on plain paper along with the message itself. Simply type the word MEMO or MEMORANDUM at the top of the plain sheet of paper. The word can be centered or typed at the left margin. Then, two spaces beneath this, at the margin, type the word TO. The other heading items for the memo are typed every other space on your typewriter, as illustrated in Figure 2-12.

ASSIGNMENT 2-10

Your Job: Transcribe Side 1, Cassette 4.

Materials: Workpaper 2-10.

Working Instructions: All specific instructions are dictated on the cassette.

WORKPAPER 2-1

Name _____ Period or Class _____ Date _____

Write the proper words in the blank spaces at the left of each question.

- _____ 1. The first item typed in preparing a mailable business letter is the _____.
- _____ 2. The message portion of a business letter is contained in the part known as the _____.
- _____ 3. The name of the person sending the letter is typed on the _____.
- _____ 4. The person or company receiving a letter is called the _____.
- _____ 5. The name and address of the person or company receiving the letter make up the _____.
- _____ 6. If a letter is to be sent by registered mail, this would be indicated in the _____.
- _____ 7. If a letter is to be marked as confidential, this would be indicated in the _____.
- _____ 8. A part of a letter that read "Dear John" would be called an informal _____.
- _____ 9. If a letter is addressed to a company and the sender wants to direct it to the attention of a specific individual, this could be done by including an _____.
- _____ 10. If the sender wants to highlight the topic or main idea of a letter, a _____ could be used.
- _____ 11. The line "Dear Sir" would be a formal _____.
- _____ 12. The line "Yours truly" is called a _____.
- _____ 13. If the originator of a letter thinks about an item of information that should be included after the body of the letter has been written, this can be added as a _____.
- _____ 14. The sender's name is typed on the _____.
- _____ 15. It should always be possible to tell who typed a letter because one of the standard parts of every business letter should be the _____.

dover office machine company, inc.

1894 michaels street
dover, de 19901

dover office machine company, inc.

1894 michaels street
dover, de 19901

dover office machine company, inc.

1894 michaels street
dover, de 19901

dover office machine company, inc.

1894 michaels street
dover, de 19901

dover office machine company, inc.

1894 michaels street
dover, de 19901

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1894 michaels street
dover, de 19901

dover office machine company, inc.

1894 michaels street
dover, de 19901

dover office machine company, inc.

1894 michaels street
dover, de 19901

MEMORANDUM

DATE:

TO:

CC:

FROM:

SUBJECT:

WORKPAPER 2-10

3

WORKING PROCEDURES FOR DICTATION AND TRANSCRIPTION

YOUR LEARNING JOB

In the first unit of this book, you learned that business communication is a team job. In this unit, you will learn about and build some skills you need to become a member of a business-correspondence team.

Members of the correspondence team include the originator — the person who dictates letters, memos, and other documents — and the transcriptionist who develops finished documents from dictated media. To be a good teammate, you should understand the jobs — the complete jobs — of all members of your team. For example, even though you may rarely have to dictate letters yourself, it is good for you to know and understand good dictation practices. This knowledge can help you to advise or instruct correspondence originators, to help them become better teammates.

When you complete your work in this unit, you should know or be able to do the following:

- ☐ You should understand how good, clear dictation helps to increase the quality and speed of transcription.
- ☐ You should know and understand the procedures for good dictation.
- ☐ You should know how to receive and complete transcription assignments.
- ☐ You should understand the importance of listening carefully to any instructions given on recorded media, as well as to the actual dictation.
- ☐ You should understand the importance of index slips or dictation logs in planning your work as a transcriptionist. And you should learn where these tools fit into the working routine of transcription work.
- ☐ You should build your skill for pacing yourself in the use of transcription equipment. That is, you should improve your ability to listen to and remember an earful of words as you start and stop the transcription machine.
- ☐ You should know how to return work to a correspondence originator so that the documents are easy to review and use.

THE DICTATION-TRANSCRIPTION PROCESS

Transcription is only part of the job of producing quality business correspondence. Transcribing dictated media is only one step in a series of necessary tasks that include:

1. **The need** for a letter or document must be recognized. This is a creative part of business management. Sometimes the need represents a response to a letter that has been received by a company. But letters can also be originated when someone sees a chance to sell a company's products or services to a new customer or to do something special for an existing customer.

2. **The ideas** and information to be communicated have to be brought together in preparation for writing. Sometimes this step takes place in the head of the correspondence originator. Sometimes, the

originator makes notes or gathers source materials together as part of this task. However, before dictation takes place, the originator should have a good idea about what is to be said.

3. The letter or document is dictated into a machine. The quality of dictation and the working habits of the originator are keys to the quality of finished documents produced. So, you will learn more about dictation skills as you work through this unit.

4. The correspondence secretary gets set for transcription. This task calls for reviewing any documents, index slips, or other instructions provided. Often, this step involves previewing (initial listening) to the dictated media.

5. Actual transcription, in this overall perspective, is one step in a process that has to be understood and followed. Transcription is a critical skill. But a transcriptionist must know more than just how to type from a dictated stream of words.

6. Finished transcription work must be inspected for quality. If quality standards are not met, rework may be necessary. When quality is acceptable, the job is assembled for delivery.

7. The finished document is delivered to the originator for reviewing and, if necessary, signing.

8. Depending on the action of the originator, the document is either mailed or returned to the transcriptionist for correction and retyping.

9. Files or other necessary records are created.

When you work as a transcriptionist, you will be expected to understand this overall process and to perform many of the tasks necessary to help produce finished, high-quality correspondence. In part, the tasks assigned to you will depend on the kind of office in which you work.

One of the important things to understand is obvious: The dictation-transcription process starts with and depends upon quality dictation. So, your next task is to learn about and understand the steps for producing quality dictation.

QUALITY DICTATION PROCEDURES

Any person who plans to originate correspondence through dictation should take the time necessary to examine available dictating machines and to learn their features. The correspondence originator should learn to use the controls of the machine selected for dictation.

To make the entire process of originating and producing finished documents efficient — and pleasant for all team members — here are some simple steps that should be followed:

- Check recording quality and level (loudness) before you begin to dictate. To do this, speak one or two sentences into the machine as a test. Then rewind and listen to the recording. It should be easy to hear and understand all of the words. If you use your natural voice, rather than shouting into the machine, it will be easier and pleasanter to transcribe your dictation.
- Before you begin a dictation session, bring together all of the letters you are answering, source documents (such as catalogs or other reference materials), and your own notes so you don't waste your own time or become confused when these items are needed.
- If you possibly can, arrange your work so that you dictate the most important or rush items first. It is easier if the transcriptionist can work through your dictation in order, as you give it. It will help make the whole process more efficient if you will take a few moments to think of the results you want before you begin.

DICTATING AN INDIVIDUAL DOCUMENT

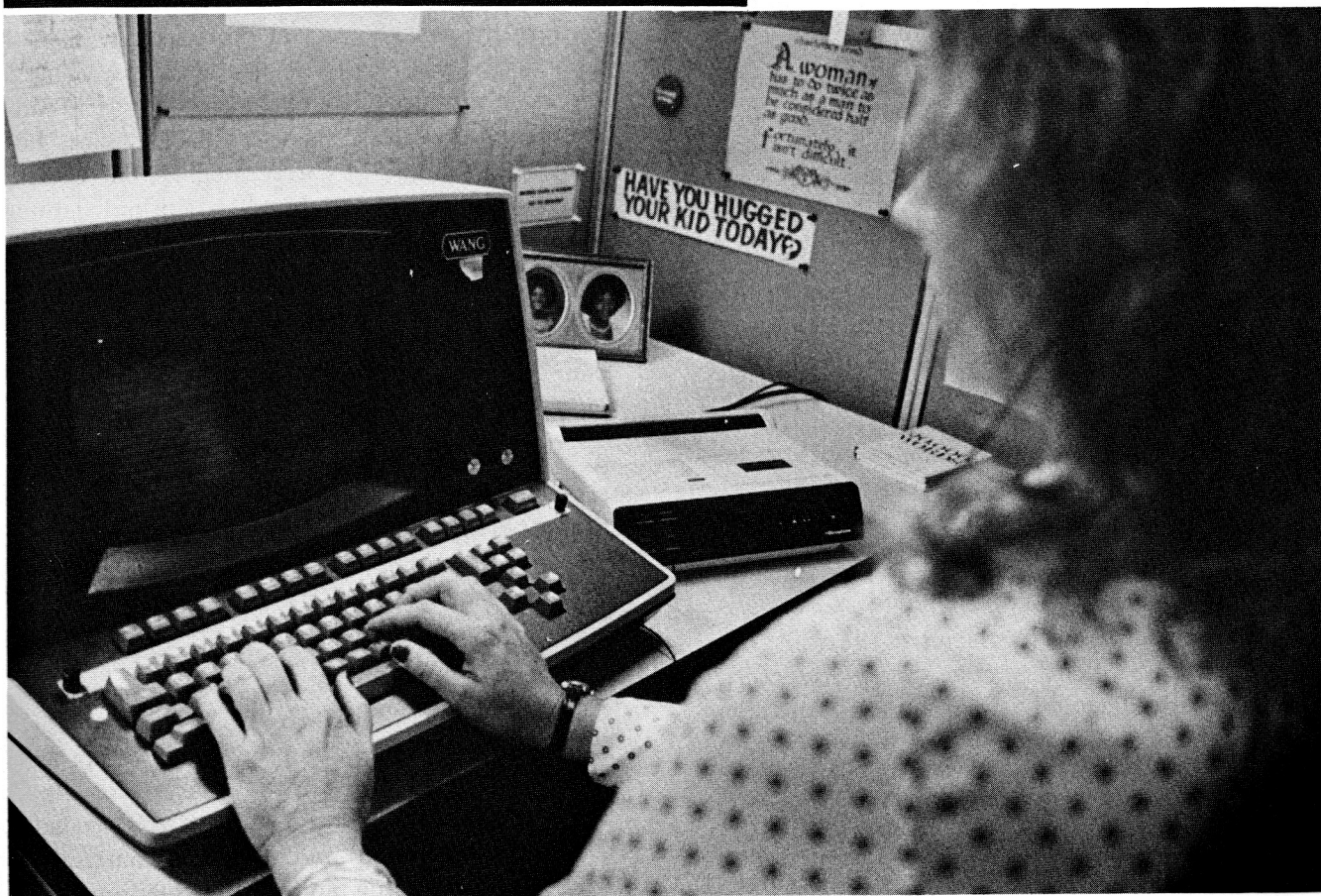
In addition to following these general rules about organizing yourself for efficient dictation, there are some important steps you should follow in dictating individual letters or documents. These simple steps will make the jobs of both the originator and transcriptionist easier. As a transcriptionist, you should know all of these steps because you may be asked to help a correspondence originator improve the quality of his or her dictation.

An important key to good dictation habits is to think of the person who will do the transcription. The more you can think about the end product you want, the better will be the quality of the work you receive. Here are the simple things to think about and do as you dictate:

- 1. Identify yourself.** Give your name, department, and telephone extension if your work is to be transcribed in a word processing center.
- 2. Give the date** of the dictation and the day or time that the finished work is needed. If there is a standard



Figure 3-1. The better the preparation for dictation, the easier transcription becomes.



delivery time for dictated work, just give the date of dictation.

3. Identify the type of document you are dictating (letter, memo, report, etc.)

4. If possible, give some idea of the length of each document you dictate. (Example: "This will be a short letter.") This helps the transcriptionist place the typed document on the letterhead or page.

5. Indicate the type of stationery or paper to be used.

6. Indicate the number of copies required. If copies of a letter are to go to other parties, give the names and addresses of all persons before you begin to dictate the document itself.

7. Give any special mailing or delivery instructions, such as express mail, air express, certified mail, etc.

8. If you want a rough draft to be edited before final typing, say so.

9. Number the items you dictate. Note the items and/or numbers on the original letters you are answering and on the index strip or log.

10. Give the transcriptionist instructions about what to do with the media on which you dictate. If you want tapes or belts saved for checking the transcription, say so.

11. If transcription is being done on word processing equipment, tell the transcriptionist if you may want to use all or part of a letter again. For example, if you expect a number of replies to an ad for an open job, you may want to save your first response letter to use it in answering other people who write about the ad. Tell the transcriptionist if you want to save the tape, card, or diskette on which your letter is entered for typing.

12. As you dictate, think of any problems the transcriptionist may have in understanding what you say or in knowing what you want. Give specific instructions to cover any situations of this type. Some examples:

a. Spell any names or special terms the transcriptionist might not know or understand. In spelling names, indicate capitalization. Also indicate capitalization for initials or abbreviations to be capitalized. Examples: "Symonds — spelled Cap S-Y-M-O-N-D-S," or "All Caps R-S-V-P." If letters sound alike when you spell out words, use references to indicate what you mean. For example,

the letters B and D can sound alike when words are spelled. So, you should use references such as "B Baker," or "D Dog."

b. If possible, dictate the points at which you want new paragraphs to begin. Just say "paragraph."

c. When you dictate numbers, let the transcriptionist know how to type them. If numbers are to be spelled out as words, say so. If numerals are to be used, say so. If you want cardinal numbers used, say so. If you want ordinal numbers (1st, 2nd, 3rd, etc.) used, indicate this. For example, if you want a letter to read April 1st, say "April first." But if you want your letter to read April 1, say "April one." Also, if ordinal numbers are to be spelled out, say so.

d. If you want to use special or unusual punctuation marks, such as a question mark, an exclamation point, parentheses, semicolon, or colon, dictate instructions to type these.

e. Give specific instructions for inside addresses, salutations, closings, and signature lines.

f. Correct all errors. If you are using a portable or desk-top dictation machine, it is usually easiest and best to rewind and dictate the correct wording, erasing the mistake as you do this. However, it may not be possible to do this if you use central dictation equipment. Follow any standard procedures or instructions your organization has about marking your corrections. Then, dictate specific instructions to the transcriptionist about what should be done. If your machine has an index strip, mark any corrections you dictate — as well as the starting and stopping points for all documents. If you are preparing written logs, note the counter points at which special instructions are given.

g. You may be speaking into a machine, but always talk to a person when you dictate. Remember that a person will be typing your documents. If you know who the person will be, use his or her name. If not, you can still use a friendly tone. Understand that you are creating work for someone. Be considerate. Make the other person's job as easy and pleasant as possible.

h. When you finish a dictation session, state that you are at the end of the material you are recording. This will help the transcriptionist. It will also help to avoid duplication in case other material is recorded on the same tape or other medium.

ASSIGNMENT 3-1

Your Job: Complete the written review in Workpaper 3-1.

Materials: Workpaper 3-1.

Working Instructions: Answer all questions. Follow instructions about whether or not you may refer to the material you have just read. If not, review the material you have just read before answering the questions. Your instructor or coordinator can help with any questions you don't understand. Follow instructions about correcting or turning in your written review.

TRANSCRIPTION PROCEDURES

You have already had some practice in transcribing dictated correspondence. In this unit, you are building your knowledge by relating what you have already learned to the total job, or system, for producing business correspondence. At this point, you should know the parts and controls of a transcription machine. You should know how to use a machine to transcribe from dictated media. Now you are ready to think about the total job of a transcriptionist. The text that follows discusses some working methods and techniques that can help make the overall job of correspondence transcription easier.

Organize Your Work Area

All materials and documents should have a place. You should be able to reach almost automatically for:

- Stationery
- Plain typing paper
- Carbon paper, if required
- Envelopes
- Media to be transcribed
- Documents sent to you by the originator of the media you are transcribing.

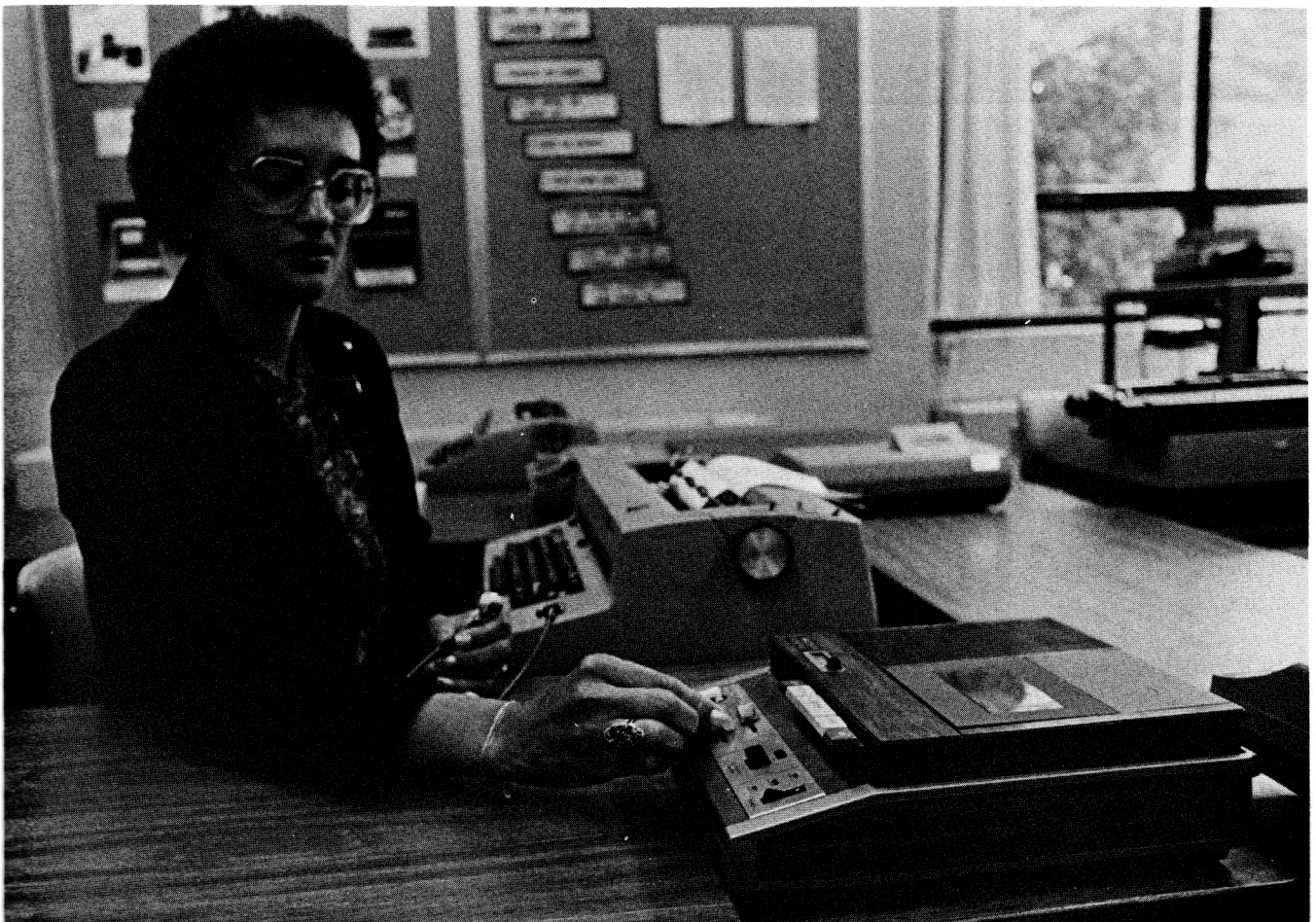


Figure 3-2. Pre-transcription checkout.

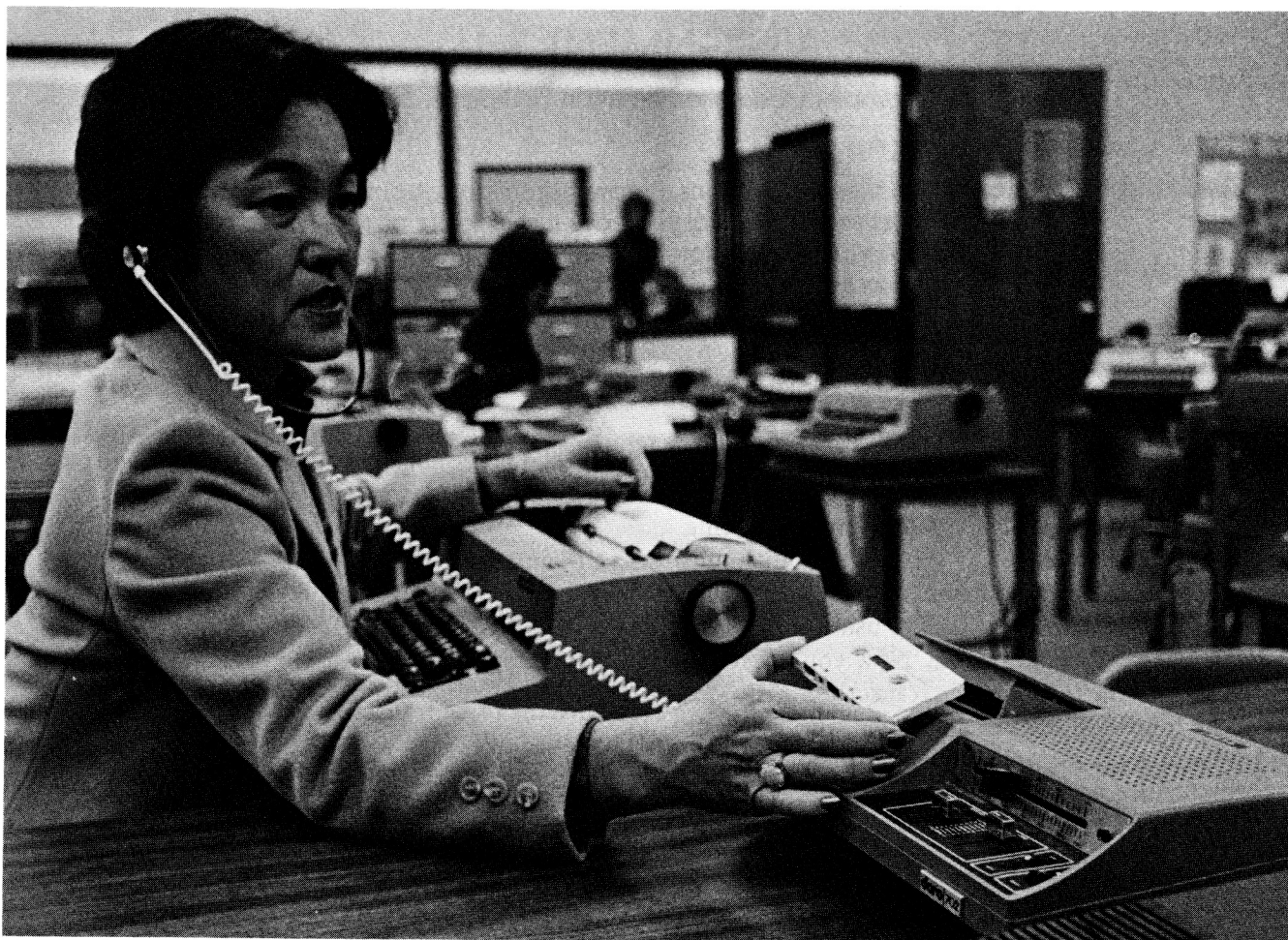


Figure 3-3. Inserting a cassette.

There should be a space on your desk or at your work station to place the documents you transcribe. A dictionary and, possibly, a word-division book should be close at hand or available nearby.

Review All Jobs Before You Start Typing

Each day, check your transcription machine before you begin work. Make sure that controls which could erase media are turned off. When you turn on your machine at the beginning of each day or before each new job, adjust the listening volume. Make sure your foot pedal (if you use one) is in a comfortable position.

Figure 3-2 shows one of the co-authors of this book, H. Grace Heringer, checking out a transcription machine prior to use.

Figure 3-3 shows co-author Bernice Lawry preparing to insert a cassette in preparation for transcription.

Figures 3-4 and 3-5 show co-author Bernice Lawry using the foot pedal of a transcription machine. In Figure 3-4, the right side of the pedal is being

depressed to start and stop the machine. In Figure 3-5, the left side of the pedal is depressed, causing the machine to rewind the cassette for review of several words.

At the beginning of each job, insert the recording medium you receive and make sure you are at the beginning. If you have a cassette, it may have to be rewound before you can start work.

If you receive an index strip or dictation log with a job, look up and listen to all corrections or special instructions before you begin transcription. Knowing what corrections are coming can eliminate the need for retyping documents. Special instructions may indicate that documents should be transcribed out of the order in which they were dictated. It is not unusual for the last letter on a cassette or belt to be preceded by an instruction that it is urgent and should be typed as soon as possible. So, you should check all corrections or special instructions before you begin a transcribing job.

If you receive a job from a correspondence originator for whom you have never worked before, listen to one



Figure 3-4. Using the start-stop control.



Figure 3-5. Rewinding cassette for review.

or two items before you begin transcription. Beginning transcriptionists who work at typewriters (rather than word processing equipment) should listen to an entire letter before they begin typing. This will make it possible to judge length and to look up any names or special terms that are used. An advance review will also provide a chance to get used to the voice and dictation style of the originator.

Different people develop individual styles and techniques for their dictation. It takes time to get used to an originator. If you have never worked for a person before, it is worthwhile to study the voice and style for a few minutes before you begin typing documents. For example, some people are careful about dictating spellings of names and special terms. Others forget to provide the information you need. If you preview the job in advance, you will be able to look the information up or call for special instructions before you start. The same is true about punctuation and paragraphing. By listening in advance, you can find out if the originator dictates these instructions. If not, a preview will give you time to think about organizing and punctuating the document before you begin typing.

You should also know before you begin typing a document how many copies to prepare and what style to follow. If this information is not dictated, you should follow style for the company or department in which you work. If there are no standards in the organization, you will have to use your own judgment. Previewing your work can give you time to think about and understand what you are going to do.

Typing the Document

Once you actually start typing a document, concentration is the key. Even if you are an expert typist before you begin transcription work, you will find some important differences. When you type from existing, or hard copy, documents, someone has already organized words, sentences, and, usually, paragraphs. If changes are necessary, you can look at the actual document and figure out what to do.

When you transcribe dictation, you are working with a spoken stream of words. The words come at you one at a time, usually at a speed much greater than your typing rate. You have to react quickly. In split seconds, you have to concentrate on individual words and figure out how to spell them. You have to organize groups of words in your mind and decide about sentence structures, capitalization, and punctuation. You may have to figure out when to start new paragraphs. And you have to be able to place the

whole message on the letterhead so that it looks attractive.

Your job is to do all of these tasks while typing as quickly as possible. So, you have to achieve a high rate of physical and mental coordination as you work. You have to learn to start and stop the recorded dictation with the foot pedal or thumb switch at just the right times. The idea is for you to listen to a group of words that you can remember while you type. Then you type them from memory. If you listen to too much of the dictated message, you may not remember everything you heard. This could lead to both errors and delays. However, if you stop and start the machine too often, you slow yourself down. So, it takes practice and experience to build the skill necessary to start and stop the dictation machine at just the right point. The idea is to take an earful of words into your memory. Type these. Then start the machine again while you are still typing the last word or two from your memory. This technique will make it possible for you to type continuously and to build your speed.

Remember that you are learning to concentrate on what you hear. Your eyes can break your concentration if you are not careful. If you look at what you are typing, your eyes will send signals to your mind and you will find yourself thinking about what you see, rather than about what you have heard and still have to type. So, it is usually best not to try to read what you are typing while you are transcribing. Find a place on the sheet of paper or in your work area to look at while you are typing. Avoid thinking about what you see. Concentrate on what you hear.

Process Completed Work

Procedures for quality control should be followed. Often, proofreading and correcting are done while a page is still in the typewriter or on the screen of a word processing terminal.

Finished documents should be inspected for their appearance. They should also be proofread carefully for errors in spelling, typing, capitalization, or punctuation. In addition, a quality review of finished documents makes sure that there are no errors in grammar or language usage which may have been dictated. The idea is to put out a quality product, always. Methods for improving and controlling the quality of typed documents are discussed in Unit 6.

As you finish typing a page or document, a good way to handle this material is to place each sheet face down in a space near your typewriter or word

processing terminal. There are two good reasons for stacking your finished work this way:

1. You keep the documents in the order of transcription. This makes it easier to check your work against the dictation and also to match the documents you typed to any source papers that may have been provided by the originator.

2. The contents of the documents you type are kept private when the sheets are stacked face down. Keeping the content of what you type confidential is an important part of your job. No one but the originator and you should know about the content of correspondence. By stacking your finished work face down, you avoid the possibility of other people reading finished correspondence lying in your work area.

Finished letters should be accompanied by the envelopes in which they will be mailed. It is a good practice to place a finished letter inside the flap of its envelope when correspondence is delivered to an originator. In this way, there is assurance that there will be no mixups in which letters get into the wrong envelopes. The envelopes can be placed over the top or left side of the letter. With either method, most of the letter is still visible to the person who will read and sign it.

When correspondence has been checked and assembled ready for signing, it is delivered to the originator. For these deliveries, the letters and other papers are usually placed in large folders or envelopes. This keeps the documents clean, neat, and in proper order. In addition, the contents remain covered and confidential.

A WORD OF CAUTION: When you work in an office or word processing center, you may find yourself using a dictation machine that is designed to perform both recording and transcription. This means that the machine can erase dictated material as well as play it back. Be especially careful never to use the recording or erasing features of transcription machines while you are typing. If you are responsible for erasing tapes or belts, set up a routine that requires a separate operation for erasing media. Valuable information can be wiped out if you erase a belt or tape that is still needed for any reason.

WORK MEASUREMENT

One of the reasons for using machine dictation and transcription techniques is to improve office produc-

tivity. The term *office productivity* refers to the measurement of the amount of work each person can finish. When office productivity increases, costs for the finished work are reduced. A business with a productive office can compete better.

When transcription is completed in a word processing center, there is also a need to measure turnaround time. This is the time it takes to receive, transcribe, check, and deliver work back to the originator. Usually, a work slip covering a job done in a word processing center is time-stamped when it is received and when the work leaves the center on its way back to the originator. Within each company or organization, there is usually a standard turnaround time in which originators of correspondence are assured their work can be done.

To help control both productivity and turnaround time, the work produced by transcriptionists and word processing operators is usually measured and reported. Most word processing equipment has a means of counting and reporting the number of lines printed in finished documents. So, this has become one of the standards for work measurement. Transcriptionists or word processing operators enter the times for the start and finish of each job. Then, administrators or supervisors enter the number of lines that are typed. The number of lines typed per working hour is a typical standard for measuring the productivity of transcriptionists and word processing operators.

WORKING SITUATIONS

The size of the office or business in which you work can determine your duties as a transcriptionist. In a small office, there might be one secretary and one originator working closely as a team. In addition to typing and transcription, this secretary's duties can include answering the telephone and taking messages, providing answers to questions asked over the telephone, greeting and escorting visitors, and maintaining business files.

In larger offices, the jobs of secretaries and transcriptionists may become more specialized. For example, there may be separate jobs for administrative secretaries and transcriptionists. The administrative secretaries handle the jobs of answering the telephone and taking messages. They greet and escort visitors. They handle correspondence filing. And they may handle some special correspondence. An administrative secretary may provide these services for from one to as many as five or six executives or managers.

In such an office setup, a transcriptionist would handle all machine dictation for between two and 20 or more originators. In such situations, transcriptionists are specialists. They often receive work from and return it to the administrative secretaries. The transcriptionists concentrate on putting out as much work as possible, as quickly as they can.

In medium-sized offices, one or a few transcriptionists often work independently, taking work from and returning it to a specific number of originators or administrative secretaries. However, as offices get larger, many organizations set up entire departments specializing in word processing transcription services.

In such specialized transcription departments, correspondence secretaries work at various positions,

depending on their experience and skills. Positions may include word processing operator, senior correspondence secretary, technical specialist, or supervisor.

In large, central departments, transcription machines are usually only a small part of the equipment used. These central departments are usually equipped with word processing systems. Typed entries by transcriptionists go into computers or special electronic equipment so that they can be stored, corrected, edited as necessary, and typed at high speeds by special printers.

As a skilled transcriptionist, you will find many opportunities opening for you. It is a good idea for you to know what to expect as you enter this working world.

ASSIGNMENT 3-2

Your Job: Complete the written review in Workpaper 3-2.

Materials: Workpaper 3-2

Working Instructions: Ask your instructor or coordinator if you can refer to the text material you just read as you answer the questions on Workpaper 3-2. If you cannot use the text, review all of the content you have read since you completed the review in Workpaper 3-1. If you don't understand any questions or answers, ask for help. Follow any instructions you receive on how to correct your work or on turning in the finished written review.

Remember, these written reviews are designed to help you build your own confidence. They help you see and keep track of your own learning progress.

ASSIGNMENT 3-3

Your Job: Transcribe Side 2, Cassette 4.

Materials: Cassette 4.
Workpaper 3-3.
Workpaper 3-4.
Workpaper 3-5.

Working Instructions: Specific instructions are on the cassette. This is a realistic job assignment, involving transcription of several documents.

Follow instructions about turning in your work.

ASSIGNMENT 3-4

Your Job: Transcribe Side 1, Cassette 5.

Materials: Cassette 5.
Workpaper 3-6.
Workpaper 3-7.
Workpaper 3-8.
Workpaper 3-9.

Working Instructions: Specific instructions are on the cassette. Notice that Workpaper 3-9 has an envelope to be addressed.

Follow instructions about turning in your work.

WORKPAPER 3-1

Name _____ Period or class _____ Date _____

Write your answer in the blank at the left of each question.

- _____ 1. The job of the originator is to _____ a document.
- _____ 2. The dictation-transcription process begins when
 - A. A letter is signed.
 - B. The originator finishes talking to a machine.
 - C. The transcriptionist receives a tape.
 - D. An executive or manager realizes that a letter or another document is needed.
- _____ 3. The originator and transcriptionist are part of a business-correspondence _____.
- _____ 4. The job of the _____ is to dictate the original document.
- _____ 5. The job of the _____ is to produce finished documents from the dictated media.
- _____ 6. It is best to dictate the most important correspondence at the (beginning, end) of a cassette or belt.
- _____ 7. A good rule in dictating is to _____ all names or words the transcriptionist might not know.
- _____ 8. In dictating numbers
 - A. You should always spell out all numerals you dictate.
 - B. You should indicate whether you want them spelled out or whether numerals should be used.
 - C. It isn't necessary to give any special instructions, at any time.
 - D. You should never give any special instructions to the transcriptionist because this can be confusing.
- _____ 9. When you finish a dictation session, you should
 - A. Hold on to the magnetic tape or belt until you have more dictation to do.
 - B. State that there is no more dictation on this belt or tape and send it to a secretary or transcriptionist.
 - C. Leave your machine turned on for the next session.
 - D. Erase your dictation so you can use the belt or tape again.
- _____ 10. If you make an error while dictating, you should
 - A. Leave it for the transcriptionist to correct.
 - B. Do nothing because you can correct the typewritten copy when you get it.
 - C. Remember to tell the transcriptionist when you turn over the work.
 - D. Correct all mistakes or mark them and dictate correction notations.

WORKPAPER 3-2

Name _____ Period or Class _____ Date _____

Write your answer in the blank at the left of each question.

1. When you receive a dictated cassette or belt to transcribe, you should preview the work before you begin typing. One of the things you do in this preview is
 - A. Align your paper in the typewriter.
 - B. Set your typing margins.
 - C. Enter the date at the top of a sheet of stationery.
 - D. Listen to any correction messages or special instructions.
- _____ 2. Starting and stopping the transcription machine to give yourself an earful of information means
 - A. You listen for a reasonable number of words that you can type from memory, then stop the machine to give yourself time to transcribe them.
 - B. You listen to the whole document before you do anything.
 - C. You make sure you can hear the sound of the originator's voice.
 - D. You play the dictation of an entire document straight through, without stopping.
- _____ 3. After you have listened to an earful of dictation and stopped the transcription machine, you do your actual typing from your _____.
- _____ 4. As you complete transcription of documents, it is a good idea to stack your finished work
 - A. Face up near your work station.
 - B. Face down near your work station.
 - C. In reverse order from your typing.
 - D. At some distance from your work station.
- _____ 5. A transcriptionist should never _____ magnetic media received as part of a typing job unless there are specific instructions to do so.
 - A. Transcribe
 - B. Erase
 - C. Hear
 - D. Type
- _____ 6. Correct spelling in correspondence is the responsibility of
 - A. The originator only.
 - B. The word processing department supervisor only.
 - C. Every transcriptionist.
 - D. Proofreaders only.
- _____ 7. An important reason for finding the length of a letter is that
 - A. You can place it properly on the page when you type.
 - B. You know which stationery to use.
 - C. You can plan for corrections if there are any.
 - D. You can tell if it will fit into a standard envelope.
- _____ 8. Finished letters should be brought together with the _____ in which they will be mailed.
- _____ 9. After a letter is typed, it should be
 - A. Sent immediately to the originator.
 - B. Inspected and proofread for quality.
 - C. Signed and mailed by the transcriptionist.
 - D. Checked and mailed by the proofreader without being returned to the originator.
- _____ 10. In a word processing center, turnaround means
 - A. You type all jobs in reverse of the order in which they are received.
 - B. The last jobs received are the first jobs processed for transcription.
 - C. The amount of time that elapses between the time a job is received from an originator and its delivery back to the originator.
 - D. The spinning of the tapes or belts in the transcription machines.

WORKPAPER 3-3

Name _____ Period or Class _____ Date _____

Use this workpaper for dictation of the vocabulary words that will help you complete Assignment 3-3. The vocabulary list is the first dictation task on Side 2, Cassette 4.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

Danbury City College

365 West Danbury Street
Dallas, TX 77534



INTRA-COMPANY MEMO

DATE:

TO:

CC:

FROM:

SUBJECT:

Danbury City College

365 West Danbury Street
Dallas, TX 77534



MEMO

DATE:

TO:

FROM:

SUBJECT:

INTRA-COMPANY MEMO

DATE:

TO:

CC:

FROM:

SUBJECT:

Danbury City College

365 West Danbury Street
Dallas, TX 77534



Danbury City College

365 West Danbury Street
Dallas, TX 77534

4

BUILDING YOUR TRANSCRIPTION SKILLS

YOUR LEARNING JOB

Up to this point in your machine transcription skill building work, you have learned and practiced the basic techniques for transcription. And you have learned about the procedures followed by a correspondence team consisting of an originator of correspondence and a transcriptionist. Now you are ready for some concentrated practice that will help you build the speed and the quality of your work. When you complete your work in this unit, you should know and be able to do the following:

- ☐ You should learn the formatting for and be able to type manuscripts like those used to prepare business reports.
- ☐ You should gain additional experience and develop further skills in listening to and transcribing spelled-out words.
- ☐ You should improve your ability to coordinate the starting and stopping of a transcription machine with your capability for hearing and remembering a group of words to be typed.

SOME SKILL BUILDING HINTS

As you built your basic typing ability, you developed what is often called a “copy skill.” That is, you trained yourself to look at words in groups and to react by letting your fingers type them. At times, your fingers probably seemed to be direct extensions of your eyes and mind. This is a natural development. It happens to all good typists. You probably noticed it happening to you as you built the ability to type

accurately at speeds of 45 or 50 words per minute.

As you gain experience in transcription, a similar kind of skill will develop. The main difference is that you will train yourself to make the connection between your ears and your fingers. The skill is sometimes called “ear writing.” You already know about the coordination that is basic to building this skill. You start the transcription machine, listen to a stream of words, stop the machine, and type the words from your memory. Then you start the machine again and repeat the procedure: start/listen/stop/type — start/listen/stop/type.

This basic skill is only a beginning in the development of an expert transcriptionist. To transcribe what you hear, you have to develop an ability to select words from your own vocabulary to match the sounds you hear. You have to be able to use words correctly. You have to be able to form sentences, punctuating and capitalizing correctly as you do so. Then you have to be able to organize groups of sentences into paragraphs as you build complete messages.

It can be said that, when you transcribe from dictation, you are continually making decisions — decisions that direct your typing activities. The presentations that follow cover some of the important types of decisions you make as a transcriptionist. Some hints for dealing with these situations are provided.

Be Alert for Instructions

It is important that you be able to tell the difference — immediately — between instructions given by the

originator and actual dictation content. You have to be able to tell the difference between instructions and text at any time.

There will usually be instructions at the beginning of a document. These should indicate what kind of document you will type (letter, memo, etc). Initial instructions should also cover dating of the document. The originator will then indicate when actual dictation starts.

This is only the beginning. Throughout the dictation, there will be instructions mixed with dictated text. These can be special instructions about positioning or formatting of typing on a page. (Examples: "Indent this paragraph." "Number these items in order, beginning with number one.")

Your job is to pay attention to and follow all instructions. Learn to adjust your typing routine or the style of the documents you type according to the instructions you hear.

Understand What You Type

Typing words isn't enough. Building sentences, paragraphs, and messages that make sense is almost impossible if you don't understand the meaning that the originator is trying to get across to the reader. So, you have to work to build your ability to understand what you hear and type.

Although it is natural to build skills so that your fingers seem to type automatically what your eyes see or your ears hear, you have to work to put your mind into understanding what you type. This skill will help you select the correct words as you listen to the sounds of dictation. You don't want to type just any word that may sound like what you are hearing. You want to help create messages that make sense. If you pay attention to the meaning of the words you type, you will produce documents of higher quality than if you simply let your fingers react to sounds without trying to understand what you type.

If you are paying attention to the meaning of a message, you will also do a better job of recognizing problems when you don't understand a word or phrase that is dictated. You may think you heard a certain word. But you will become aware that it doesn't seem to fit into the meaning of the message you are building.

When this happens, teach yourself to stop. Backspace the tape or belt. Listen again. Try to think of other words that match the sounds. Usually, if you are paying attention to the sense of the dictation, you can

pick out the right word on the second or third try.

This is an important advantage a transcriptionist has over a shorthand secretary. If you are transcribing shorthand, the notes are all you have. If they suddenly don't make sense, you are stuck. There is no way to listen back to what the originator actually said. But, with machine dictation, you have the sounds of the original voice to go back to. You can be more accurate. This is an advantage you have. Learn to use it.

If you don't understand a word after you have listened to it several times, don't guess at what it is. Be sure before you type. One option is to call the originator and ask what word should be used. You can read the sentence up to the point where you are stuck on a word. Then you can tell the originator what the word sounds like. He or she can usually provide the right word.

If the originator isn't available, check with a supervisor or with someone who is familiar with the style, sound, and vocabulary patterns of the originator. If you can't get any help, it is better to leave a blank space to be filled in after the document is reviewed than guess at a word you don't know positively.

Paying attention to meaning is especially important when it comes to typing the right punctuation. This can be tricky. Often, for example, an originator will rely on a transcriptionist to listen to the tone of his or her voice to figure out when to start or stop sentences. You have to understand the words you type if you are to place periods or question marks at the ends of the sentences where they logically belong.

By paying attention to what you type, you may be able to help find and correct mistakes made by correspondence originators. Now that you understand the process of originating correspondence, it is easy to see how mistakes happen. A dictating originator converts ideas and thoughts to words. There may not be any documents to look at. So, for example, it is easy to understand how an originator might dictate a sentence saying there are three reasons for buying a product, then dictate only two reasons. If you are paying attention, you help the originator catch and fix such mistakes.

One option you have, on finding such an error in dictated content, is to call the originator and ask if something should be added. Another option is to type a rough draft, not taking the time necessary for final typing. Then, the originator can fix the rough-draft copy and return it for final typing.

Anticipate Dictated Content

Most people form habits that guide the words they use when they speak or write. As you build your transcription skills, you will quickly learn to identify word patterns used by correspondence originators. This recognition can help build your speed and can make you more alert in monitoring accuracy and quality.

In particular, notice that most business people tend to use some phrases regularly in their correspondence. This is natural. Persons who work in the same company or type of business hear certain words or groups of words regularly. They tend to adopt these word-usage patterns for their own speech and writing. Some examples:

“Thank you for your inquiry of . . . ”

“As a matter of fact . . . ”

“. . . in order to . . . ”

“. . . if you would like to have . . . ”

Avoid Word Dropping

As you become aware of such phrases, your speed will pick up because you will find your fingers typing whole groups of words routinely. At the same time, you should be on your guard to avoid two possible problems:

1. Don't let the typing pattern become so automatic that you don't listen to the dictation. People do vary from standard speech patterns. Your job is to concentrate on what is said and to transcribe the exact words — or to spot mistakes and get authorization for correction. Never type without thinking.

2. Be careful not to drop any dictated words. In moving quickly through spoken text, it is easy to think you have typed something when you haven't. Be especially careful about dropping words that are repeated or words that sound the same and are spoken close together. Example: You have to plug the machine in in order to use it. It is proper to use the word “in” twice. It is also easy to leave one of the words out. Example: It takes two to tango. “Two” and “to” sound exactly the same. It takes concentration to know what you are typing.

Don't Switch or Substitute Words

This problem relates to the need to understand and pay attention to what you type. A common cause of transcription errors lies in substituting words for those actually dictated.

Be particularly careful of words that may sound alike but have different spellings and meanings. Such words are known as homophones. As an example, the words *pair*, *pare*, and *pear* all sound exactly alike but have different spellings and widely different meanings. There are many such words in English. If you concentrate on understanding what you type, you will avoid many such problems.

Don't be afraid to use a dictionary, especially if you are just starting on a new job or if you are handling dictation for a new originator.

REPORT (MANUSCRIPT) TYPING

So far, you have practiced transcribing dictation into four major letter styles. You have also learned about and practiced transcribing interoffice memos. There is still another transcription style you should know about. This is report or manuscript typing.

Report and manuscript typing is often a high-volume job. Individual manuscripts may include many hundreds of pages. Because transcription pools and word processing centers are usually set up for volume work, these facilities are asked to process many reports and manuscripts. So, it is important that you know what is meant if you receive a dictation belt or tape indicating you should type what you hear in report or manuscript format.

The following are some style rules that apply generally to the typing of reports or manuscripts:

Double space all text unless you receive specific instructions to do something else. Double spacing makes it easier to read reports. There is also space between the lines for comments or corrections. Lengthy quotations and lists are often typed single-spaced so they will stand out. Five-space paragraph indentations are used. You may also be instructed to triple space a rough draft to make editing easier.

Leave wide margins on both sides. Your right margin should be one inch from the edge of the paper. For a report bound at the left edge of the paper, the left margin should be one-and-one-half inches. For top bound or unbound reports, use a one-inch left margin.

Leave two inches at the top of the first page and one inch at the top of all succeeding pages unless the report is to be top bound. Then, leave two-and-one-half inches at the top of the first page and one-and-one-half inches on all succeeding pages.

Leave a one-inch margin at the bottom of all report pages.

Number all pages in sequence. Page numbers should be placed at the bottom center or top right corner of each page if the report is unbound, at the top right corner if left bound, and at the bottom center if top bound. Often, page numbers will have a prefix. For example, in chapter 3 of a report, pages might be numbered 3-2, 3-3, 3-4, etc.

The title of the report or manuscript should be typed at the beginning of all chapters or major sections. In many organizations, some title designation is entered next to or opposite the page number.

YOUR NEXT ASSIGNMENTS

Keep in mind what was stated at the beginning of this book: The first skill you need as a transcriptionist is

the ability for fast, accurate typing. So, your first two assignments in this unit provide practice both in typing from text and also in transcription from dictation — both for the same manuscript. First, you will type from the typewritten copy below. Do this assignment as a timed writing. Then, check your work, circle your errors, and figure out your speed.

Next, you will have an opportunity to type the same practice text from dictation. Since you will already be familiar with the job you are typing, you will be free to concentrate on your listening skills, on taking in earfuls of words, and on typing from your memory.

Following these first assignments, there are correspondence jobs in which the dictation is structured both to give you practice in typing mailable letters and also in learning to hear, remember, and type groups of dictated words.

ASSIGNMENT 4-1

Your Job: Retype the text below. Be as fast and accurate as you can.

Materials: Workpaper 4-1.

Working Instructions: Set your margins for one inch on both sides.

Double space. Indent the first line of each paragraph five spaces.

Do not type the title at the top of the exercise, since this is already on the workpaper. Start typing four spaces below this title.

Time yourself. The text is 230 words. Write down how long it took you to complete the typing. Then, calculate your gross words per minute and enter this figure in the space provided at the top of the workpaper. Circle all errors and enter the number of mistakes in the space provided.

Follow instructions about turning in your work.

ASSIGNMENT 4-5

Your Job: Transcribe Side 1, Cassette 7.

Materials: Cassette 7.
Workpapers 4-8, 4-9, and 4-10.

Working Instructions: Follow instructions given on the tape.

Use Workpaper 4-8 for the phrase-typing practice.

Use Workpaper 4-9 to type a dictated memo.

Use Workpaper 4-10 to transcribe a letter, then type the envelope on the reverse side.

Follow instructions about turning in your work.

WORKPAPER 4-1

Use this workpaper for a timed typing of Assignment 4-1. Enter the number of errors you make and your gross transcription speed below.

Your Name _____ Period or Class _____ Date _____

Typing time _____ Gross Words Per Minute _____ Errors _____

BUSINESS WORD SKILLS

WORKPAPER 4-2

Name _____ Period or Class _____ Date _____

BUSINESS WORD SKILLS

WORKPAPER 4-3

Use this workpaper for the phrase-dictation drill at the beginning of the cassette for Assignment 4-3. The phrases are dictated according to line number. Enter your name, period or class, and today's date in the spaces below. Then adjust your typewriter so that you type the first phrase next to the first number. If you set your typewriter for double spacing, all the rest of your work should line up with the numbers at the left. Set your margins for seven-inch typing lines. You won't need all the space. But this line width will give you enough room for everything to be dictated.

Name _____ Period or Class _____ Date _____

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.



INSTITUTE FOR COMMUNICATIONS

8501 WABASH AVENUE, CHICAGO, IL 60601

Area Code 312

484-3300



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8501 WABASH AVENUE, CHICAGO, IL 60601

WORKPAPER 4-5

Use this workpaper for the phrase-dictation drills that represent the first task on the cassette for Assignment 4-4. The phrases are dictated according to line number. Enter your name, period or class, and today's date in the spaces below. Then adjust your typewriter so that you type the first phrase next to the first number. If you set your typewriter for double spacing, all the rest of your work should line up with the numbers at the left. Set your margins for seven-inch typing lines. You won't need all the space. But this line width will give you enough room for everything to be dictated.

Name _____ Period or Class _____ Date _____

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.



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WORKPAPER 4-8

Use this workpaper for the phrase-dictation drills that represent the first task on the cassette for Assignment 4-5. The phrases are dictated according to line number. Enter your name, period or class, and today's date in the spaces below. Then adjust your typewriter so that you type the first phrase next to the first number. If you set your typewriter for double spacing, all the rest of your work should line up with the numbers at the left. Set your margins for seven-inch typing lines. You won't need all the space. But this line width will give you enough room for everything to be dictated.

Name _____ Period or Class _____ Date _____

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

NATIONAL PRODUCTS

5301 Leetsdale Drive / Denver, CO 80222

Interoffice Communication

DATE:

TO:

CC:

FROM:

SUBJECT:



NATIONAL PRODUCTS

5301 Leetsdale Drive / Denver, CO 80222

NATIONAL PRODUCTS

5301 Leetsdale Drive / Denver, CO 80222

5

BUILDING MESSAGES

YOUR LEARNING JOB

So far, you have built skills to work with transcription machines. You have learned to transcribe from dictation in which all capitalization and punctuation have been provided by the correspondence originator.

Sometimes, correspondence originators actually provide the kind of dictation you have heard. That is, the originators spell out proper names and difficult words. They may also indicate all capitalization and punctuation. But, more often, originators simply talk through a continuing stream of words and it is up to the transcriptionist to form sentences that are capitalized, punctuated, and spelled properly. Sometimes originators indicate paragraphs. But very often they do not.

If spelling, capitalization, and punctuation are not indicated in dictation, it is up to the transcriptionist to provide these. So, one of your essential skills as a transcriptionist is a knowledge of language and grammar that will enable you to listen to a stream of dictated words and produce finished business documents.

You should already have some of the basic language and grammar skills you need. If your skills in these areas are not strong enough, and if you want to realize the job opportunities open to transcriptionists, it will be up to you to do the work necessary to build your abilities to spell and to form sentences and paragraphs.

Skill Building Methods and Tools

There is no instruction in spelling in this text-workbook. Neither is there a detailed review of punctuation and grammar. Instruction and practice assignments concentrate on transcription skills. So, if you feel — or your instructor advises — that you need further work in building your language skills, you should arrange to take courses that will help you develop the abilities you will need.

In addition to any additional studying you arrange, you should also be aware that it is valuable to have some language reference tools available where you work. At minimum, any office that employs a correspondence secretary should have three kinds of books available — a dictionary, a spelling-hyphenation guide, and a reference-style manual.

A dictionary is your basic source for finding the meaning of words. A dictionary also shows proper hyphenation.

A spelling-hyphenation guide is usually a small, pocket-sized volume. It is not a dictionary; no definitions are provided. The listed words are simply spelled correctly and acceptable correspondence hyphenations are shown.

A reference or style manual covers, concisely, the rules of grammar and language usage that are valuable to have at your fingertips if you are involved in business correspondence. A typical book has sections on capitalization, punctuation, abbreviations, and rules covering frequently used words or phrases.

In addition, office reference manuals contain information on formats for various business documents.

Your Learning Goals

When you complete your work in this unit, you will know your level of skills or will know if you need further help in the following:

- ☐ You should be able to look at a group of words and recognize whether or not they form a sentence.
- ☐ You should be able to construct sentences in response to written questions or specific assignments.
- ☐ You should be able to recognize the need for capital letters at the beginnings of words that require them.
- ☐ You should know how to punctuate sentences that you form from dictation transcription.
- ☐ You should understand the reasons for organizing sentences into paragraphs and should be able to form appropriate paragraphs from dictation you transcribe.
- ☐ You should be able to handle a stream of words dictated without punctuation, capitalization, and paragraphing instructions and should be able to create acceptable business documents.

If you do not have the skills needed to meet any of these goals, the work you do in this unit will help you recognize that you do not, and that you need help. You will be able to confer with your instructor or counselor, showing them the problems you have encountered. With this information, they will be able to help you find and fit into school or study programs to build the skills you need.

BUILDING YOUR LANGUAGE SKILLS FOR TRANSCRIPTION

The idea of this unit, then, is to build confidence in skills you have or to help you discover if you need help. The work you do in this unit will cover several important areas of language skills you will need as a transcriptionist. These include:

- Sentence recognition
- Sentence punctuation
- Sentence formation
- Capitalization
- Paragraph formation.

In each of these areas, you will have an opportunity to review basic rules. You will also complete some practice reviews to demonstrate these skills or identify

your problems. At the end of this unit, you will begin to practice transcription of dictation in which punctuation and capitalization are not given.

SENTENCE RECOGNITION

To recognize a sentence, you have to begin by understanding what makes a sentence:

A *sentence* is a group of words that expresses a complete thought. A sentence has a verb and a subject, either stated or understood. To be a proper sentence, a group of words must include certain elements:

1. A sentence must have a **subject**. The subject is what the sentence is about.
2. A sentence must have a **verb**. The verb tells the action or condition of the subject.
3. A sentence must begin with a **capital letter**.
4. A sentence must end with a **punctuation mark**.

All four of these elements must be present in every sentence. With practice, you should be able to look at any group of words and know if they form a proper sentence.

Sample Questions

To illustrate, look at the five groups of words below. Before you read any further in this text, decide if each group of words forms a sentence. Check your answer selection beneath each group of words. Then read on for answers and explanations. Here are the examples:

Dogs bark.

_____ Sentence _____ Not a sentence

The red fire engine with the loud siren.

_____ Sentence _____ Not a sentence

Do you?

_____ Sentence _____ Not a sentence

Sounds awful.

_____ Sentence _____ Not a sentence

Stop at once!

_____ Sentence _____ Not a sentence

Answers and Explanations

The first group of words (Dogs bark.) is a sentence. It makes sense and all four of the sentence elements are present:

- There is a subject: dogs.
- There is a verb: bark.
- The sentence begins with a capital letter and ends with a proper punctuation mark, a period.

The second group of words (The red fire engine with the loud siren.) is not a sentence. What's missing?

- There is a subject. The entire group of words could actually be the subject of a sentence, since they all describe a thing about which a sentence could be written.
- The group of words starts with a capital letter.
- There is a proper punctuation mark at the end.
- But there is no *verb* to tell the action or condition of the subject.

The third group of words (Do you?) is a sentence.

- There is a subject: you.
- There is a verb: do.
- The first word is capitalized.
- The question mark is the proper punctuation mark.

Sentence recognition can be a little more difficult for questions than for statements. This is because the subject and verb are usually given in reverse order in a question.

If you have any uncertainty about whether a group of words stated as a question form a sentence, reverse

the order of the subject and verb and turn the question into a statement. In this example, the question — Do you? — becomes a statement — You do. In this form, it is easy to see that *you* is the subject and *do* is a verb.

The fourth group of words (Sounds awful.) is not a sentence. This example illustrates a common writing mistake. You should be aware of this problem so that you don't type this kind of nonsense in your business letters.

- There is a verb: sounds.
- The first word is capitalized.
- There is a period at the end.
- The other word, awful, tells how. Awful is not a subject. No word tells what sounds awful. So, the subject is missing.

You can't have a proper sentence without a subject. The fifth group of words (Stop at once!) is a sentence.

- This type of sentence is a command or order. Even though it is not written, the reader knows that the person addressed (the reader) is the subject. The sentence has a subject — understood to be "you."
- There is a verb: stop.
- The first word is capitalized.
- There is a proper punctuation mark, an exclamation point, at the end.

Sentence recognition is an important skill for a transcriptionist. You have an opportunity for more practice in this important area in Assignment 5-1. Complete this assignment before you go on.

ASSIGNMENT 5-1

Your Job: Complete the written review on sentence recognition in Workpaper 5-1.

Materials: Workpaper 5-1.

Working Instructions: Before you start the written review, go over the definition and elements of a sentence carefully.

Answer all questions as instructed at the top of Workpaper 5-1.

Follow instructions about correcting and turning in your work.

SENTENCE FORMATION

Once you can recognize sentences, it becomes easier to write them, or to form sentences from a word stream of dictation. You know what elements a sentence needs. To form sentences from a dictated stream of words, you can simply ask yourself a series of routine questions:

1. **Do the words make sense?** Is there meaning?
2. **What is the sentence about?** Is there a subject?
3. **Is an action or condition described?** Is there a verb?
4. **Is capitalization correct?** Make sure to capitalize the first letter of the first word.
5. **Is punctuation correct?** Does the sentence end with a punctuation mark? Does the punctuation help indicate the meaning of the sentence?

There are other places and other rules for use of capitalization and punctuation. These are covered in later sections of this unit. For now, the discussion is limited to the basic elements of capitalization and punctuation that you need to be sure you are forming proper sentences.

Reviewing a Word Stream

Although an originator may not actually dictate capitalization and punctuation for sentence formation, there are usually signals you can follow in forming sentences. Most people indicate the beginnings and ends of sentences by the level or tone of their voices. Part of the listening skill you have to develop as a transcriptionist lies in hearing and understanding the signals that tell you when to begin and end sentences.

People usually pause before beginning a group of words which will form a sentence. Also, most people raise their voices at the beginning of a sentence.

At the end of a statement, most people drop their voices. If a sentence is a question, people usually raise their voices at the end of the sentence.

These guidelines can help you to anticipate sentence structures as you transcribe from dictation. In addition, a technique you have already learned and practiced can be important in sentence formation. That is your ability to listen ahead, to pick up an earful of words, remember them, and type from memory. While the stream of words is in your mind, you will find yourself examining their meaning and structure subconsciously. As you gain experience, you will begin building sentences routinely as you type.

Sentence Formation Practice

In the example in Workpaper 5-2, you will see streams of typed words. The sections you will edit are double spaced to give you room for editing. Your job will be to insert punctuation and to underline, three times, any letters that should be capitalized, as shown in the example.

As you examine word streams, either through dictation or on paper, always remember the questions to ask yourself about sentence formation. Remember also that this is one of the vital skills you will need for success as a transcriptionist. Your job is to produce finished, high-quality business documents. To do this job, you must be able to recognize and form proper sentences. Assignment 5-2 that follows will help you measure your own skills in this important area. If you feel you need help, do something. Ask for assistance from your instructor, coordinator, or counselor.

ASSIGNMENT 5-2

Your Job: Form sentences from the selections given in Workpaper 5-2.

Materials: Workpaper 5-2.

Working Instructions: Follow the instructions at the top of Workpaper 5-2. These cover marking of the unpunctuated and uncapitalized selections to form sentences from word streams.

When you finish this assignment, judge your own performance. You should feel comfortable about your ability to form sentences from dictated word streams. If you feel you need additional help in this skill area, talk to your instructor or counselor. Recognize that this is a skill you need and you must build confidence in your own ability.

SENTENCE PUNCTUATION

At minimum, every sentence must end in a punctuation mark. At least four different types of punctuation marks may be used to end sentences that you write in business documents:

Punctuation Marks Ending Sentences

A statement, a sentence that gives information or ideas to its reader, ends in a period. This is the most frequently used punctuation mark. In business documents particularly, most sentences are statements.

A question ends in a question mark (?). Since many business letters ask for information, you will encounter many question marks in transcription typing. Remember that one way to spot a question in your dictated word stream is from the positions of the subject and verb. In a statement, the subject almost always comes first. In a question, a verb usually comes before the subject.

An exclamatory sentence or an order sometimes ends in an exclamation mark, or exclamation point (!). In business documents, the exclamation mark may not be used very often. But you may encounter it occasionally as a means of emphasizing a statement made in a letter. Sometimes, an originator will dictate use of an exclamation point. In other cases, you may want to use this punctuation mark because it supports the ideas stated in a letter. Example: This shipment must be received by April 1!

Sometimes a sentence can end with a colon (:). A colon is a special punctuation mark meaning “as follows” or “the following.” Example: There are four ways to end sentences: You can use a period, a question mark, an exclamation point, or a colon. Notice that the sentence that follows the colon lists or explains what was mentioned in the first sentence. A colon can also appear within sentences, as will be described later. However, if the words immediately after a colon form a sentence, the colon should be treated as the end of a sentence. Both groups of words should be proper sentences.

Punctuation Within Sentences

Although punctuation can be a highly technical, complex topic, you should be familiar with a few rules that will cover the situations you will find in transcribing most business letters. The information and rules below have been selected to simplify your work in machine transcription, not to complicate your job.

Periods in Abbreviations

An *abbreviation* is a short form of an often used word. When a word is abbreviated, a period is used to replace the letters that are left out. When it is the title of a person, or the name of a place, or a proper noun, the abbreviation usually starts with a capital letter. Examples: Mr. (mister), Dr. (doctor), Ave. (avenue), St. (street), Blvd. (boulevard), Aug. (August).

In abbreviations for times of day (a.m. or p.m.), the letters do not have to be capitalized. The periods indicate that letters are left out from the two-word Latin terms (*ante meridiem* and *post meridiem*) meaning before midday and after midday.

Another exception is in the standard abbreviations of the names of states. These are two letters each. Both letters are capitalized. No period is necessary.

When a period is used within a sentence to indicate an abbreviation, the wording and structure of the sentence are not affected. The period is simply part of the abbreviated word.

The Comma

The comma (,) is used to separate words or groups of words that explain different items of information or ideas. The comma also helps the reader understand the meaning of the sentence. In effect, a comma in print has the same effect as a short pause when you are speaking. It indicates a separation in the delivery of groups of words. A comma tells the reader that the writer has something different or additional to say in the words that follow.

For many correspondence originators, the comma is the most frequently used punctuation mark. This is because the use of the comma is related directly to the presentation of information, and because business documents are usually meant to deliver information. In general, the longer the sentence and the more ideas or information it presents, the more commas it will need.

Notice the previous sentence. There is a comma after the words “in general.” This shows a pause or change of ideas. The first words in the sentences are a kind of introduction. They tell the reader that the statement to be made is something which is usual or regular. Then the sentence moves into a statement about the use of the comma. Notice also that there is a comma after the word “presents.” This separates two related items of information which depend upon each other to complete the meaning of the sentence. If you were speaking or reading this sentence, this is a place

where you would normally pause to indicate a new group of words.

Another common reason for using a comma is to separate words used in a series. Example: The American flag is red, white, and blue. This sentence presents three related items of information about the American flag. If the words were all run together, it would be hard to make sense out of them.

Notice in the example that two commas are used to separate the three words "red, white, and blue." This is the most common style for using commas in word series. However, some people still follow an older style, in which the comma is not used before the word "and" which precedes the final item in a series. Many people still prefer this style. Example: The American flag is red, white and blue. If you are instructed to drop the comma before the word *and*, accept this as a rule and follow it consistently in all of the business documents you type. It can be confusing to try to change rules for different documents that you type on a job.

Another reason for using the comma is to set off special information or to indicate a special order in the presentation of words. If, for example, you present a person's name in reverse order — with the last name first — you use a comma to separate the parts of the name. Normal order: John Jones. Last name first: Jones, John. The same rule applies to book titles, job titles, or company names.

Use commas to set off a word or phrase which identifies or explains the word that immediately precedes it. Example: Separate an appositive, a noun or pronoun phrase which explains or identifies the noun or pronoun which immediately precedes it, from the rest of the sentence by use of commas. However, if the word and its appositive are one unit necessary for the meaning of the sentence, do not use a comma. Example: The year 1976 was our bi-centennial.

Use commas to set off a professional degree or personal or professional title written after a person's name. Examples: Kazuko Matsumoto, Doctor of Philosophy, was inscribed on her certificate. Samuel Robbins, CPA, has joined our firm. Thomas Gomez, Jr., is the company's new representative appointed by Kim Chung, president.

Use commas to set off the year from the month and day. Example: He was born on June 15, 1922.

Use commas to set off the names of a city and state; city and county; city, county, and state; or state and

country. Examples: The trial was in Chicago, Cook County, State of Illinois. Our travel plans include London, England; Paris, France; Rome, Italy; and Barcelona, Spain. (Notice that semicolons, instead of commas, may be used to separate a series with internal commas.)

Use commas to separate the name, street address, city, and state of an individual or a business. Example: Please send a brochure to Ms. Rose O'Brien, 22 Westlawn Ave., Muncie, IN 47304.

Use a comma to separate a business abbreviation from the company name unless it is not used in the name. Examples: J. H. Winchell, Inc., and Littleton Publishers, Ltd., have several new books coming out this fall.

Use a comma to separate words or figures that might be misread or misunderstood. Example: Instead of the expected 850, 2,000 people came to the concert.

Use commas to set off a direct address. Examples: You are quite correct, Mrs. Kramer, in saying your account was closed. For your information, Mr. President, the motion has been made and seconded.

These are some of the most common uses you will find for the comma in business correspondence. In your reading, train yourself to notice and remember how commas are used. This will help you in your own work. Also, if you have any questions or problems about comma usage, you should consult a style guide or reference manual.

The Semicolon

You will use the semicolon (;) for two main purposes in your business letters:

1. The semicolon is used to separate information items in a series if it is necessary to use commas within one or more of the items. In this use, the semicolon helps avoid confusion. Example: After dinner, we had coffee, not tea; saccharin, not sugar; and fresh fruit.

2. The semicolon is used to separate portions of a long or complex sentence. A semicolon is used when both portions of a sentence could be sentences by themselves but are used together because of their related meaning. If one part of a sentence could not stand as a sentence on its own, a comma is used to separate the groups of words. Examples: This is his office, Jack's. This is a fine product; we make it.

The Colon

The colon (:), when used at the end of a sentence, has the meaning, "as follows."

The colon can also be used for the same purpose within a sentence. That is, you can use a colon to tell the reader that some item of information or series of items is to be listed.

When a colon is used within a sentence — and is not followed by a full sentence — the word that follows the colon need not be capitalized. The punctuation itself can be used to indicate the writer's meaning. Example: There are three basic kinds of sentences: 1, statements; 2, questions; and 3, exclamations.

The Dash and Parentheses

The dash (—) is typed by placing two hyphens next to each other. Most style guides prefer that you use a space before and after a dash to separate it from the word stream of the sentence. A dash sets off a series of words with information or an idea that adds to — but is not necessarily part of — the main thought of a sentence.

Sometimes it is said that a dash presents parenthetical information (information that might also be presented within parenthesis marks). This points out that parentheses () can also be used to set off a series of words that present related information. But these words are usually not part of the main idea of the sentence itself.

You might consider using dashes or parentheses in transcription work if you hear a tone of voice that tells you the originator is adding an explanation within the structure of a sentence. Usually there will be a pause and a change in tone of voice to indicate this type of information content.

Quotation Marks

Quotation marks (") have two main uses:

First, they can indicate that the words within the quotation marks are the exact ones stated by a person

or printed in a document. Examples: He said: "I'm a long way from home." "I'm a long way from home," he said. "I'm a long way," he said, "from my home and family."

Second, they can be used to identify an exact title, such as the name of a movie, play, or book. "The Star Spangled Banner" is the national anthem of the United States of America. The national anthem of the United States, "The Star Spangled Banner," was composed about a battle during the War of 1812.

CAUTION: Quotation marks always come in sets. If you open a quotation, you must close it. The marks are placed at the beginning and end of the quoted words. Commas and periods are placed inside the final quotation mark. Example: "I didn't read the book," Jean said, "because I wanted to see the movie first."

Question marks and exclamation points can be placed either inside or outside the final quotation mark, depending upon whether they relate to the quoted statement or to the entire sentence. Examples: Jill asked, "What time is the meeting?" Did Jill ask the question, "What time is the meeting"? The boy called out, "Look out!" How disappointing to hear him say, "You are too late"!

Semicolons and colons are placed outside the final quotation mark because they relate to the entire sentence. Examples: He said, "We can finish the job today"; then he suggested that we tell the supervisor. There were two items in the box marked "Fragile": a china cup and saucer.

Sometimes, it is necessary to quote a title or another exact statement within a quotation. To do this, use single quote ('), or subquote, marks. Example: "Before the game," he explained, "everyone sang 'The Star Spangled Banner'."

ASSIGNMENT 5-3

Your Job: Complete the written review on punctuation in Workpaper 5-3.

Materials: Workpaper 5-3.

Working Instructions: Workpaper 5-3 contains streams of words that have no punctuation. The word groupings are double spaced to give you room for written entries. Write in the punctuation marks necessary to create proper sentences.

CAPITALIZATION

Of course, every sentence begins with a capital letter. That is one of the elements that identifies a group of words as a sentence.

Proper Nouns

A *proper noun* is a special, or specific, name for a person, place, thing, animal, day of the week, month, or organization. Remember this: A proper noun is a name. Proper names always begin with capital letters. Examples: Sam, John Johnson, Chicago, United States of America, Statue of Liberty, Lassie, Tuesday, July, United Airlines, Broadway Hotel, National Organization of Women.

Abbreviations, Initials, and Acronyms

In the punctuation section above, it is explained that periods are sometimes placed after the letters of abbreviations. Also, the letters of abbreviations are usually capitalized. The use of capital letters occurs far more often than the use of periods. For example, the abbreviation AC means alternating current. When the abbreviation first came into use, it was common to use periods after the two letters. As the abbreviation became a standard part of the language, the periods have generally been dropped, although

you may still see them used occasionally. If you are in doubt when you come across dictated initials or abbreviations, you will rarely be wrong to use periods. You will certainly be safe to capitalize groups of two or more letters that abbreviate commonly used terms.

Many abbreviations are part of proper nouns. In such situations, the first letters of the abbreviated forms should be capitalized. Examples: Main St., First Ave., First National Bldg., Prof. Herbert Hopkins.

Initials are part of proper names. So, they should always be capitalized. Use a period to replace the missing letters in the name. Examples: John J. Johnson, U. S. Steel.

Acronyms are words formed from the initials of names or descriptions. Because acronyms are, in effect, words built entirely from initials, all of their letters are generally capitalized. In a business document, if a reader may not know the exact meaning of an acronym, it is a good practice to write out the entire name the first time. After that, the acronym may be used as a part of the vocabulary of the document. Example: One computer language often used today is COBOL (Common Business Oriented Language). All of our programmers know COBOL.

ASSIGNMENT 5-4

Your Job: Complete the written review presented on Workpaper 5-4.

Materials: Workpaper 5-4.

Working Instructions: Punctuate and capitalize the groups of words presented on Workpaper 5-4. The word groups are double spaced, providing plenty of room for you to make editing marks right on the workpaper.

Each letter to be capitalized should be underlined three times.

Punctuation should be written in place where it belongs.

Follow instructions about correcting and turning in your work.

PARAGRAPH FORMATION

A *paragraph* consists of one or more sentences covering the same topic or subject. When the topic changes within the text of a letter or document, a new paragraph should be started.

A good deal of judgment is permitted to the writer or the transcriptionist in the formation of paragraphs. This is logical. The person or team originating a letter or document is responsible for organizing information so as to build a message for the reader. Formation of paragraphs is an important part of that responsibility.

To illustrate some principles of paragraph formation that may help you, look at the letter from Career Guidance Consultants. This letter is reproduced in Figure 5-1. It is the same document used in Unit 2 to illustrate the parts of a business letter.

Notice how new paragraphs are started in this letter each time the topic changes:

1. The first paragraph expresses thanks for the inquiry that the letter is answering.

2. The second paragraph states that a brochure is enclosed. There are three other sentences in this

paragraph describing content of the brochure. So, the topic of the second paragraph is the brochure and the information it contains.

3. The third paragraph gives the reader specific information about locations where training programs can be conducted. Even though this paragraph has just one sentence, a separate topic is covered.

4. The fourth paragraph is a conclusion. In effect, the single sentence says, "We would like to do business with you." It is common to include such content in the body of a business letter. This sentence also deals with a separate topic. So, it is properly a separate paragraph.

Think about paragraphs as tools to help the originator of a document or the transcriptionist present information in an organized way. There are no firm rules to follow about the length of a paragraph. It could be possible for a paragraph to occupy a full page, or even more. Or, a paragraph may be a single sentence. This is one of the important areas of judgment and skill for a transcriptionist.

Assignment 5-5 will give you valuable practice in forming sentences and paragraphs — as well as in building the other language skills that have been covered.

ASSIGNMENT 5-5

Your Job: Transcribe Side 2, Cassette 7.

This will be the first assignment in this program in which you will have to provide punctuation, capitalization, and paragraphing for the word stream you hear.

You will also have more responsibilities than in past assignments for formatting the correspondence you transcribe.

Materials: Cassette 7.
Workpapers 5-5, 5-6, 5-7, and 5-8.

Working Instructions: Specific instructions are on the cassette.

For all letters addressed to parties outside the company, be sure to address the envelope forms you will find on the reverse sides of the workpapers.

Follow instructions about turning in your work.

Career Guidance Consultants

1904 Bloomington Avenue
Cincinnati, Ohio 54201

January 13, 19--

CONFIDENTIAL

Apex Manufacturing Company
101 Industrial Way
Cincinnati, OH 54203

ATTENTION Mr. George Carducci, Personnel Director

Greetings:

SUBJECT Training for Correspondence Secretaries

Thank you for your letter asking about our services. We appreciate your request that your inquiry be treated with confidence.

A brochure describing our services for the training of correspondence secretaries is enclosed. As you will note, we have complete batteries of tests to check out qualifications of persons admitted to the program. These screen candidates for their ability to type, use language, and understand spoken instructions. The tests could be administered both to persons who are now employed by your company or to persons recruited for your consideration by our agency.

Training programs can be conducted in your offices or in our training center.

We hope you find this information to be of value and that we may be of service.

Sincerely,



Gertrude Pulaski
Staff Consultant

bk

Enclosure Brochure

cc: Sally Gomez, Director of Instruction

bcc: H. Arkadian, Director, Career Guidance Institute

P.S. We are starting a new training program at our facilities next week. We would be pleased to have you visit and observe our methods.

ASSIGNMENT 5-6

Your Job: Transcribe Side 1, Cassette 8.

Materials: Cassette 8.
Workpapers 5-9, 5-10, 5-11, and 5-12.

Working Instructions: Specific instructions are on the cassette.
Don't forget that you are responsible for addressing envelopes for all letters.
Follow instructions about turning in your work.

ASSIGNMENT 5-7

Your Job: Transcribe Side 2, Cassette 8.

Materials: Cassette 8.
Workpapers 5-13, 5-14, 5-15, and 5-16.

Working Instructions: Specific instructions are on the cassette. Remember to address envelopes for all letters.
Follow instructions about turning in your work.

WORKPAPER 5-1

Name _____ Period or Class _____ Date _____

Listed below are a number of word groupings. At the left of each is a blank space. Below each sentence is a blank line. In the space at the left, enter Y (for yes) if the words form a sentence. Enter N (for no) if the words do not form a sentence. If your answer is Y, write the subject and the verb on the line beneath the sentence. If your answer is N, write a brief explanation of why the words are not a sentence.

_____ 1. The children play.

_____ 2. The playing children.

_____ 3. The roaring yellow car with red racing stripes.

_____ 4. The car roared.

_____ 5. About your letter of August 13.

_____ 6. The answer to the letter.

_____ 7. What is the answer?

_____ 8. This is a response to your inquiry.

_____ 9. The job is open.

_____ 10. Is the item in stock?

_____ 11. The stock item.

_____ 12. The company has become a conglomerate.

_____ 13. Write just a brief explanation.

_____ 14. At the end of the hall, turn left.

_____ 15. At the bottom of the page are your instructions.

WORKPAPER 5-2

Name _____ Period or Class _____ Date _____

In the examples below, you will see streams of typed words. These are double spaced to give you room for editing. Your job is to insert punctuation and to underline, three times, any letters that should be capitalized. Follow instructions about correcting and turning in your finished work.

Here is an example:

thank you for your inquiry in response to our ad, the
literature you request is enclosed, please let us know if
we can be of further service,

Now, you mark the word streams below in the same way.

the position requires someone who can type at least 60
words per minute in copying from a document the
individual should have at least one year of working
experience training or experience in word processing
would be a plus

it would good seeing you again i enjoyed hearing about
your new job it certainly would be nice if our company
could be of service to you in your new position please
let us know how we can help at any time we wish you well
in your new career

this is a request for a price quotation our company is
interested in acquiring a complete executive dictation
and transcription system we are not sure if it would be
best to distribute portable dictation machines to
executives or to provide for central telephone dictation
we are also interested in advice on whether we should use
centralized or decentralized transcription

thank you for submitting your credit application it came
in the mail yesterday we will process it as soon as
possible we would appreciate it if you could complete the
enclosed form to help us process your application it is a
form giving us permission to get information about your
accounts from the banks listed on your form we will not
contact any banks or other references without your
permission thank you for understanding

WORKPAPER 5-3

Name _____ Period or Class _____ Date _____

Add the needed punctuation marks to the groups of words below.

There are four different kinds of punctuation marks that can be used at the end of a sentence 1 period 2 question mark 3 exclamation mark and 4 colon When a colon is used at the end of a sentence there must be special conditions present 1 the group of words that follows must be a complete sentence and 2 the group of words before the colon must also be a complete sentence

The name of the play we saw is The Merchant of Venice

One way to end a sentence is with a period In addition sentences may be ended with other punctuation marks including a question point an exclamation point or a colon

A transcriptionist must have several skills including the ability to type well to listen carefully to spell accurately to punctuate to capitalize to write proper sentences and to form paragraphs as needed

WORKPAPER 5-4

Name _____ Period or Class _____ Date _____

The groups of words below require capitalization and punctuation. Write the punctuation marks where they belong. Letters that require capitalization should be underscored three times, as shown in the example.

Example: she works every tuesday, wednesday, thursday,
saturday, and sunday.

many jobs are handled regularly by word processing
operators these include entry of text from dictation
handwritten notes typewritten drafts or printed
materials

word processing centers handle many jobs known as "power
typing in this work operators use files of sentences and
paragraphs stored within electronic equipment for later
use they bring together elements of letters or other
documents for typing as finished items often power typing
involves the production of identical or similar letters
with only names and addresses changed these names and
addresses may also come out of files maintained by a word
processing system

another kind of job handled on word processing equipment
is online editing when changes are made in a draft of a
manuscript or document the text can be displayed on the
screen of a word processing system changes can be made
through use of keyboard controls then the document can be
retyped at high speed



UNITED RADIO & TELEVISION

10763 West Broadway Avenue / Minneapolis, Minnesota 55451

UNITED RADIO & TELEVISION

10763 West Broadway Avenue
Minneapolis, Minnesota 55451

NATIONAL PRODUCTS

5301 Leetsdale Drive / Denver, CO 80222

Interoffice Communication

DATE:

TO:

CC:

FROM:

SUBJECT:



UNITED RADIO & TELEVISION

10763 West Broadway Avenue / Minneapolis, Minnesota 55451

UNITED RADIO & TELEVISION

10763 West Broadway Avenue
Minneapolis, Minnesota 55451

UNITED RADIO & TELEVISION

10763 West Broadway Avenue / Minneapolis, Minnesota 55451

Interoffice Memorandum

DATE:

TO:

CC:

FROM:

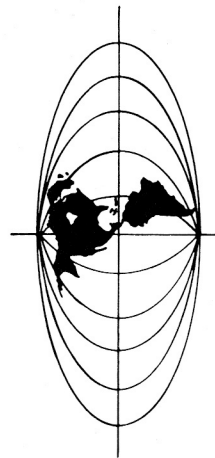
SUBJECT:

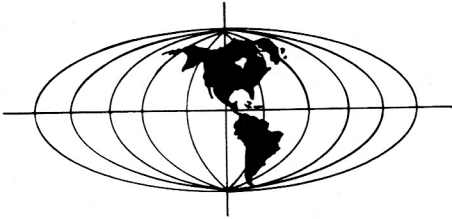
WORKPAPER 5-8



WILSHIRE TRAVEL AGENCY
(A Subsidiary of **WORLDWIDE TOURS**)
2401 Wilshire Avenue / Plainfield, NJ 07060

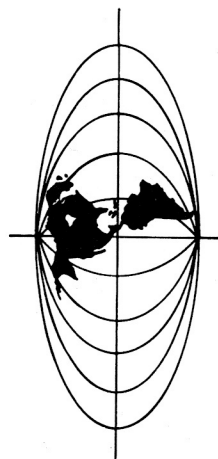
WILSHIRE TRAVEL AGENCY
(A Subsidiary of **WORLDWIDE TOURS**)
2401 Wilshire Avenue / Plainfield, NJ 07060

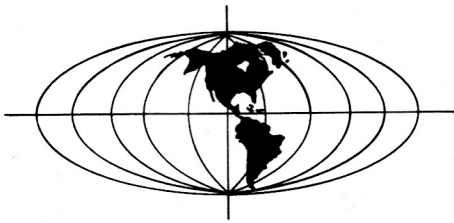




WILSHIRE TRAVEL AGENCY
(A Subsidiary of **WORLDWIDE TOURS**)
2401 Wilshire Avenue / Plainfield, NJ 07060

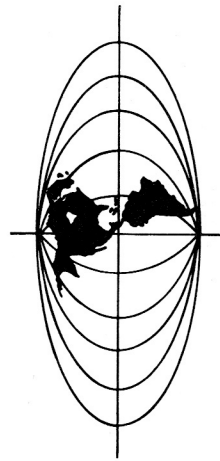
WILSHIRE TRAVEL AGENCY
(A Subsidiary of **WORLDWIDE TOURS**)
2401 Wilshire Avenue / Plainfield, NJ 07060



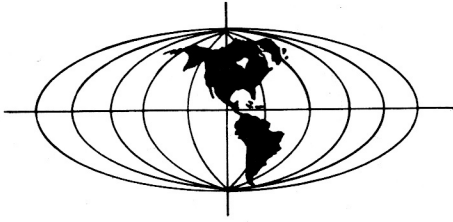


WILSHIRE TRAVEL AGENCY
(A Subsidiary of **WORLDWIDE TOURS**)
2401 Wilshire Avenue/Plainfield, NJ 07060

WILSHIRE TRAVEL AGENCY
(A Subsidiary of **WORLDWIDE TOURS**)
2401 Wilshire Avenue / Plainfield, NJ 07060



Interoffice Memorandum



WILSHIRE TRAVEL AGENCY
(A Subsidiary of **WORLDWIDE TOURS**)
2401 Wilshire Avenue/Plainfield, NJ 07060

DATE:

TO:

CC:

FROM:

SUBJECT:

WORKPAPER 5-12

SOUTHERN COMMONWEALTH INSURANCE COMPANY

4800 ARLINGTON AVENUE
RICHMOND, VA 23206
285-6000 285-6052

SOUTHERN COMMONWEALTH INSURANCE COMPANY

4800 ARLINGTON AVENUE
RICHMOND, VA 23206

SOUTHERN COMMONWEALTH INSURANCE COMPANY

4800 ARLINGTON AVENUE
RICHMOND, VA 23206
285-6000 285-6052

SOUTHERN COMMONWEALTH INSURANCE COMPANY

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285-6000 285-6052

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RICHMOND, VA 23206

SOUTHERN COMMONWEALTH INSURANCE COMPANY

4800 ARLINGTON AVENUE
RICHMOND, VA 23206
285-6000 285-6052

SOUTHERN COMMONWEALTH INSURANCE COMPANY

4800 ARLINGTON AVENUE
RICHMOND, VA 23206

6

ASSURING QUALITY

YOUR LEARNING JOB

Transcribing a document from a tape or belt is just the beginning of your full responsibility as a transcriptionist. Certainly, your job is far from over with the typing of a document. Your responsibilities take in all of the steps necessary to assure that you deliver a quality product that meets the standards of the office in which you work. Over and above the formal standards, you also have your own pride in your work. Job satisfaction is vital to the delivering of quality work.

In this unit, you will cover a number of the responsibilities and methods used to help assure quality of finished documents. When you complete the reading and work assignments in this unit, you should know and/or be able to do the following:

- ☐ You should know the basic techniques for proofreading and should be familiar with the symbols used to mark document drafts to indicate changes to be made. You will complete actual assignments that require you to proofread typewritten drafts produced either from other documents or through transcription.
- ☐ You should be familiar with the special requirements and techniques associated with the proofreading of documents which include numeric content, such as statistical tables or reports.
- ☐ You should understand the function of the quality review (reading or editing) of documents and should know the basic requirements of this function.
- ☐ You should understand the importance of taking special care with corrections to documents because there are usually more errors made in handling corrections than in producing original texts.
- ☐ You should understand the responsibilities of transcriptionists or of word processing departments to log all incoming jobs, to know the status of work assignments, and to meet commitments for turnaround (processing of dictation media and delivery of finished work).
- ☐ You will know that it is an important part of your responsibility to keep the content of the documents you handle confidential. You will know also about some ways to help keep the content of the documents you type away from people who do not need or should not have access to the information.

BASIC AREAS AND ELEMENTS OF QUALITY ASSURANCE IN TRANSCRIPTION AND WORD PROCESSING

In transcription or in word processing operations, there are two broad areas of quality assurance activity:

1. Measures to assure document quality

- Proofreading
- Quality review and editing
- Correction procedures

2. Management of document production and procedures

- Assigning and monitoring responsibility
- Turnaround of work
- Controlling confidentiality of information

These elements of quality assurance are covered in the sections that follow.

PROOFREADING

Proofreading is a term borrowed from the printing business and applied to documents produced in offices. In printing, a proof is a special impression on a sheet of paper of the type from which printing will be done. The terms *proof* and *proofreading* are still in general use even though procedures have changed with the introduction of electronic methods for typesetting and typing. Any time a draft document is read for the purpose of finding mistakes and making corrections, this is called proofreading.

As a transcriptionist, you may be held responsible for proofreading any documents you type. Under some

working conditions, the best time to start this job is immediately after you finish a page of typing. For example, if you are working at a typewriter that does not retype documents automatically, it is best to proofread a letter or other document while it is still in your typewriter, as shown in Figure 6-1. In this way, you can make your corrections while the document is still in its original position. You avoid the need to put the document into the typewriter and to try to line it up for retyping of corrections. If you have a self-correcting typewriter, the document is still lined up so that you can lift off any mistakes and retype your corrections.

In-Typewriter Proofreading of Documents

The following techniques can help assure that you read carefully and catch all errors when you read a document that is still in your typewriter:

1. **Roll the paper back** through the machine so that only the first few lines show above the paper bail, the rod that holds the paper in place against the platen (rubber roller).

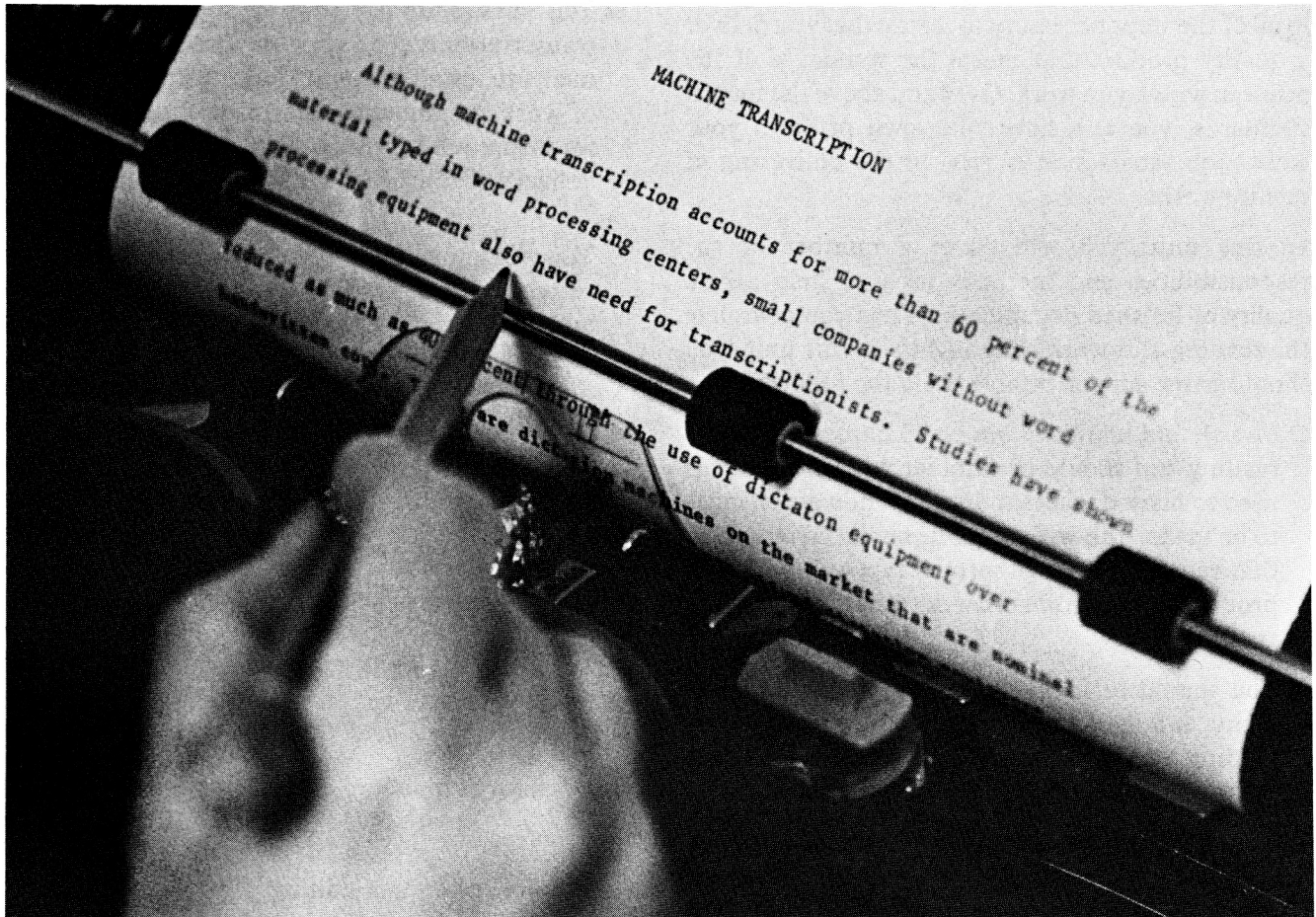


Figure 6-1. Proofreading a document in the typewriter.

2. Roll the document up past the paper bail one line at a time. Use the paper bail as a guide to help direct your concentration.

3. Use a finger, pencil, or pen as a pointer. Point beneath each word and track every letter in the word to check accuracy of your typing.

4. If the document you are proofreading was copied from a paper original, keep the original beside you. Glance back at the original at the end of every line to be sure that no words were dropped or copied incorrectly.

5. If you typed the document from dictation, read carefully, concentrating on the meaning of the message you are reviewing so that you can question whether any words were misunderstood or dropped. If time permits, it is best to rewind the tape or restart the belt. Listen to the dictation as you proofread, pointing to the typewritten copy word by word.

Proofreading Previously Typed Documents

Proofreading a document while it is still in the typewriter should be done regularly while you are learning machine transcription and other word processing skills. However, you should understand that this method may not be used regularly in an office situation. In a busy office or word processing center, it usually doesn't pay to tie up a high-production work station while individual pages are proofread. Instead, documents are proofread after they have been typed. Corrections are made later.

When you work as a transcriptionist, you may be assigned to help proofread documents prepared either by you or others. If you work in a medium-sized or large office, there may be comparatively large volumes of proofreading to do. So, you will probably use a method designed for productivity—without sacrificing quality.

If typing was from a hard-copy (paper) draft, one common proofreading method is to assign two persons to the job. One reads the original text aloud to the other, who concentrates on the typewritten words to be sure of accuracy. In this way, there is a continuing cross-check of the original, or source, document against the typewritten copy.

If two people are not available, proofreaders usually work on large tables or desk tops with enough space to place both the original draft and typed document in front of them. Then the proofreaders glance back and forth between the original and the new copy, checking for accuracy and completeness.

If a document was transcribed from dictated media, double checking is possible if the proofreader listens carefully to the recording while reading word by word.

Some organizations rely on document originators to do their own proofreading. The originators are expected to read and check documents that are returned following copy-typing or transcription. Errors requiring correction are marked by the originator. The documents are then returned to the transcriptionist or word processing center for rework.

Whatever your situation, if you are assigned to proofread business documents, the procedures will be similar to, but somewhat different from, the techniques described for in-typewriter proofreading. In general, proofreading previously typed documents includes the following procedures:

1. Before you begin to read, scan the overall document. Look for obvious mistakes. Also check the appearance of the document. If the appearance doesn't meet business standards, you may not want to proofread the document at all, since it will have to be retyped anyway.

2. Use a ruler or the edge of an envelope to uncover one line at a time for reading. Use a finger, pencil, or pen to check each word. Actually spell the words out to yourself as you point to each one.

3. Mark all errors as you find them. Use standard proofreading marks. If a letter or document is single spaced, it is usually best to note the corrections in the margin, rather than writing over the typewritten copy itself. Even if you mark the corrections over the typewritten copy, it is a good idea to place a check mark or an "X" in the margin to be sure the errors are not overlooked when corrections are made.

4. Make sure you check back against the source document or dictated media to verify accuracy of typing or transcription.

5. If the document was created on a word processing system from stored files that were proofread previously, it is not necessary to proofread every word of the new document. But you should be aware that even automatic machines make mistakes occasionally. So, you should check the newly typed document, line by line, against a master copy of the one stored in the word processing or computer system. Make sure the new document has the same number of lines and paragraphs as the master. Scan the new document to check the spellings of names and the accuracy of addresses. Also, proofread part of

the document. For example, you might want to read the first and last lines of each paragraph carefully. This will give you some assurance that the automatic machine is working properly. If any inserts or changes were made for the new document, these should be read carefully.

Proofreading Marks

Because many people are involved in proofreading

typed documents, it is necessary to have a system under which they all understand correction notations made by any reviewer. To meet this need, the printing industry devised a series of standard marks that have uniform meaning throughout most of the world. As a transcriptionist, you have to know these marks and be able to use them. The marks are listed below. Then there are assignments and practice workpapers that will help you to remember these marks by practicing their use.

PROOFREADING MARKS

Marking	Meaning	Example
ℓ or Ⓡ	delete, take out	Transcribe ^ℓ ie this tape.
^	insert	Th ⁱ s copy is correct.
#	add space	Transcribe [#] this tape.
⌒	close up	Do this n [⌒] ext.
↺ or tr	transpose	Here is your n ext jo ^{bo} . tr
/ or l.c.	lower case	Transcribe This Tape. l.c.
≡	capitalize	[≡] transcribe this tape.
stet	let the copy stand; ignore the correction	Transcribe this tape. stet
○	spell out the circled number or abbreviation	Write ⑤ letters. He lives at 501 ①st St.
¶	start a new paragraph	Transcribe this tape. ¶ Then go on to the next job.
No ¶	no new paragraph	Transcribe this tape. <u>No ¶ It is important.</u>
⌈	move up, raise	[⌈] Transcribe this tape.
⌋	move down, lower	_⌋ Transcribe this tape.
⌊	indent left, move left	⌊ Transcribe this tape.
⌋	indent right, move right	⌋ Transcribe this tape.
⌊	indent five spaces	⌊ Transcribe this tape.
⌊ ⌋	center on typing line	⌊ Proofreading Marks ⌋
—	underscore (indicates use of italics in printing)	Transcribe <u>this</u> tape.
?	verify accuracy	There are ⑥ tapes in stock. ?

ASSIGNMENT 6-1

Your Job: Type the proofread manuscript reproduced below on Workpaper 6-1.

Materials: Workpaper 6-1.

Working Instructions: Type the text below on Workpaper 6-1.

Set your typewriter for one-inch margins on both sides and for double spacing. Set your tabulator for a five-space indent.

Proofread your work while it is still in the typewriter.

Correct any errors.

Follow instructions about turning in your work.

MACHINE TRANSCRIPTION

Although machine transcription accounts^s for more than 60 percent of the material^a typed in word processing centers, small companies without word processing equipment also have[#] need for transcriptionists. Studies have shown that the cost of preparing and sending average business letters can be reduced as much as ^{use numeral} (forty) percent through the use of dictationⁱ equipment over hand^{one word} written copy. There^{re} are dictation machines on the market that are nominal in cost. So, today, even a one¹ person office can afford dictation equipment.

A qualified transcriptionist canⁿ select a small office or a large company for employmentⁿ. Correspondence secretaries in word processing centers serving many document originators or the traditional secretary serving one originator or principal^{al} find the need to have good transcription skills¹.

Word processing, which is a combination of highly trained personnel^{nel} using text-editing equipment and employing cost-effective procedures, has created ^{employment possibilities} ~~positions~~ in the office that did not exist a few years ago.

ASSIGNMENT 6-2

Your Job: Proofread the memo on Workpaper 6-2 and the letter on Workpaper 6-3. As you do, listen to Side 1, Cassette 9. There may be words left out on the workpaper drafts. So, listen carefully.

Materials: Cassette 9.
Workpapers 6-2 and 6-3.

Working Instructions: Use a rule, straight edge, or envelope to examine the drafts line by line. Listen to the cassette as you read. Track the content of the drafts word by word with a pencil, pen, or finger.

As you find mistakes, stop the tape and correct the typed copy.

Follow instructions on turning in your work.

ASSIGNMENT 6-3

Your Job: Retype, as final, mailable copies, the memo and the letter you typed on Workpapers 6-2 and 6-3.

Materials: Workpapers 6-4 (memo) and 6-5 (letter).

Working Instructions: Correct any mistakes you make while typing. The draft letter is double spaced. Retype this single spaced; but do follow the same style as the draft. Proofread carefully and correct any other errors. Remember to address the envelope for the letter.

Follow instructions about turning in your work.

Proofreading Numbers

Proofreading of numbers requires special care. This is because numbers are usually critical when they are used in business correspondence. It is vital, for example, that letters and other documents be completely accurate in presenting numbers such as dollar amounts, invoice numbers, product-identification numbers, and dates.

If at all possible, the partnership method should be used in proofreading documents that have any quantity of numeric content. Remember that this method calls for a team approach. One person reads from the original document while the other checks the new typing.

In proofreading transcribed materials, it is best to

replay the dictated media to be sure that numbers are correct.

Whether you are using the team method or checking by yourself, it usually helps to use combinations of numerals. Examples:

For:	Read:
22	"twenty-two"
222	"two twenty-two"
2222	"twenty-two/twenty-two"
24378	"twenty-four/three/seventy-eight"
620439	"sixty-two/zero/forty-three/nine"

Note that it avoids confusion to read "zero" rather than saying "oh," a sound that can be confused with a word in text material.

ASSIGNMENT 6-4

Your Job: Transcribe Side 2, Cassette 9. You will be handling correspondence for a bank. This will give you practical experience in using the techniques you have just learned for transcribing and proofreading numbers.

Materials: Cassette 9.
Workpapers 6-6, 6-7, 6-8, and 6-9.

Working Instructions: Specific instructions are on the tape. After typing these documents, replay the tape and be particularly careful about proofreading numbers. Remember to type envelopes for the letters.

Follow instructions about turning in your work.

QUALITY REVIEW AND EDITING

Proofreading is just one of the processes used to help assure quality of transcribed documents. In proofreading, quality assurance tasks are specific and limited: A typed or transcribed document is checked against an original —either a hard copy or dictated medium—to be sure that the new document matches the original. There is usually no attempt in proofreading to revise the document itself or to question the quality or completeness of the text.

Yet, problems do arise in which letters or other documents must be revised for reasons other than typing or transcription errors. You should understand that it is often necessary to revise documents even though they may be transcribed or typed perfectly. You should know the difference between the need for revision and the need for retyping because of transcription or typing errors. As a transcriptionist, you will probably not be held responsible for checking letters or other documents for revision. But, as part of your organization's business-communications team, you will want to contribute in any way you can. So, it is a good idea for you to understand when documents may need revision and what to do if you discover situations that may require efforts beyond your normal duties.

Document revision can result from a number of causes. Often, the problems that arise stem from the basic nature of dictation itself. A person dictating a document has no way of checking his or her work, since there is no written record to examine. In addition, dictation is usually done at a rapid rate. So, because of both these factors — a lack of written

references and the pressures of time — several types of problems commonly arise. These include:

Omissions. People dictating letters forget to include something that should be in a letter — or something they promised to include. It is not unusual for an originator to begin a letter by listing a series of items to be covered or included. Then, when the letter is finished, one or more of these items has not been covered. The originator simply forgot. And, without a “hard copy” of the letter to refer to, there is no built-in reminder. If you encounter a situation of this type, one alternative is to call the originator and see if he or she wants to send an amendment. Another approach would be simply to type a draft and send that along for amendment. If you are working in a word processing center, you certainly should call such situations to the attention of a supervisor.

Repetitions. A person dictating a letter may forget that something has already been included and repeat the statement. There is also a tendency, in dictation, to use one or more words repeatedly. Of course, these problems can't be spotted during dictation as easily as they can while typing or reading the documents. When you encounter problems of this type, it is a good idea to call the originator and read the document to him or her. Very often, corrections can be made on the phone. If you cannot reach the originator, one very good alternative is to type a note pointing out the problem and attach this to a draft.

Errors. Originators can make a wide variety of mistakes in dictated documents. There can be errors in the names of people or products. There can be errors in numbers included in addresses or product

identifications. There may be mistakes in spelling or grammar. Each organization has its own rules for handling such situations. In some organizations, you will be instructed simply to follow the original document or dictation you receive, transcribing your input exactly. In other organizations, there will be specific procedures to follow to correct obvious errors. At very least, if you believe there are errors in a document, you should attach a note describing the problem when the document is returned to the originator.

Language-use problems. Document originators are usually instructed to dictate naturally, the way they normally talk. This can produce letters that are natural in their use of language and direct in delivering their message. Sometimes, however, people may use word combinations in normal speech which are incorrect for use in written documents. Again, there may be special procedures in an organization for dealing with this type of problem. You may be able to call the originator and receive authorization to correct the document. There may be an in-house editor in a word processing center who has authority to correct language-usage problems. At very least, you should put covering notes on documents with such problems.

Always remember that you are part of a team. All members of the team should do whatever they can to help assure the quality of the letters and documents that are produced. In some companies, there are special quality control groups that read documents and revise them as necessary. Most frequently, it is part of the job of the dictation originator to check and correct his or her own correspondence. In any situation, you certainly will not hurt your own career prospects by demonstrating pride in your work.

CORRECTION PROCEDURES

Correcting mistakes will always be part of your job as long as you work at a typewriter keyboard or word processing terminal. The important thing to realize about correcting typing errors is that *special care is necessary*.

The problem: More errors are made in correcting mistakes than in the handling of straight typing assignments. This is basic to the nature of volume typing and computer input jobs. Think of the reason for this. When you correct a mistake, you are concentrating on one small part of your job as a transcriptionist or word processing operator. This increases the chances for making mistakes elsewhere.

This means that special care is needed any time you are correcting a mistake — in your work or on someone else's job. For example, suppose you are retyping a letter to make changes marked on the

original letter by the originator. Possibly only a half dozen words are affected by the changes. So you pay special attention to these. In doing so, you increase the likelihood that an error will be made somewhere else. So, in checking the work you do on corrections, you should take some special steps:

- Check all parts of a document that have been retyped. Checking just to be sure that the corrections are made correctly is not enough. If you retype an entire letter, reread it completely, as though it was a brand new piece of work.
- Be especially careful about handwritten corrections. People sometimes insert these in the wrong place within the text.
- Check all corrections to be sure they make sense within the content of the document. Errors in content or in grammar are commonplace in the making of corrections.
- Don't rush the work you do on corrections. This can only lead to more errors. Take the time needed to be especially careful.

ASSIGNING AND MONITORING RESPONSIBILITY

Machine transcription and word processing systems apply production techniques to office work. So, production methods are necessary for quality control. This means that systems of work assignment and monitoring like those that have been in long-time use in factories must be used for transcription and word processing jobs.

In completing transcription and word processing assignments, a number of people may handle each document. Each of these individuals performs a specific part of the overall job. Each assumes certain responsibilities. For the overall system to work, everyone has to complete his or her assigned task. Work must be done reliably and according to specifications covering the job.

For example, look at the sample job ticket in Figure 6-2. This covers transcription and production of a series of letters in a central word processing center. The originator, Susan Kowalski, sent one cassette containing five letters to the word processing center. The work was logged in by Tom Fujimoto. Joan O'Hara transcribed the cassette into the central word processing computer. The finished documents were played out by John Sutherland. The letters were delivered back to Ms. Kowalski two days after receipt of the cassette. Sally D'Angelo handled the delivery.

The point is that the service to the originator has not been completed until a finished document is delivered. Every transcription and word processing

WORD PROCESSING WORK ORDER

Date: 10/19
 Originator: Susan Kowalski
 No. Cassettes submitted: 1
 No. Items dictated: 5

For WP Center Use only

Received by: Tom Fujimoto
 Date and time: 10/20 9:25 A
 Transcriptionist: Joan O'Hara
 Completed - Date and time: 10/20 4:17 P
 Played out by: John Sutherland
 Completed - Date and time: 10/21 - 9:50 Am
 Reviewed and delivered: Lilly D'Angelo
 Date and time: 10/21 3:05 p.

Figure 6-2. Word processing work ticket.

operation, therefore, needs some method of controlling jobs to be sure that all of the people who work on an assignment know their responsibilities and that commitments are kept.

TURNAROUND OF WORK

Turnaround is one of the commitments made by a transcription or word processing person or center to the originators of documents. *Turnaround*, the time it takes to deliver finished work after an assignment is received, is one of the important measures of quality in transcription and word processing. The most beautifully typed letter in the world is useless if it is not sent out on time.

In your own work as a transcriptionist, you should be sure that you know the turnaround expected on every job assigned to you. One of the skills you must

develop is the ability to judge how long a job will take to complete. If you can't finish a job in the requested turnaround time, it is up to you to explain the problem and to be able to say when the work can be done. Part of your responsibility as a transcriptionist will be to manage your time and to deliver your work on schedule.

CONTROLLING CONFIDENTIALITY OF INFORMATION

Still another measure of quality in transcription and word processing work is the protection of the privacy of the information you handle. In Unit 3, you were advised that it is best to place all finished documents face down as you complete each page of typing.

After typing, it is best to deliver finished letters or other documents to the originator in a folder or

closed envelope. Remember always that the information in the materials you transcribe is the property of the originator. It is part of your job to protect this property in every reasonable way possible.

Part of your responsibility in protecting confidentiality of information lies in keeping the information you process to yourself. You should never talk about

the content of letters or documents you type to fellow workers or friends. As a transcriptionist, you hold a position of trust. Part of this trust is that you will keep what you learn to yourself. Any time you violate this trust, you are failing in the performance of your job. On the other hand, if you prove you understand and can meet this challenge of confidentiality, you increase your chances for job advancement.

ASSIGNMENT 6-5

Your Job: Transcribe Side 1, Cassette 10.

Materials: Cassette 10.
Workpapers 6-10, 6-11, 6-12, and 6-13.

Working Instructions: Specific instructions are on the tape.

Your work should be looking quite professional by now. Proofread carefully. Remember the envelopes.

Follow instructions about turning in your work.

ASSIGNMENT 6-6

Your Job: Transcribe Side 2, Cassette 10.

Materials: Cassette 10.
Workpapers 6-14, 6-15, 6-16, and 6-17.

Working Instructions Follow specific instructions on the tape.

This is your final assignment. Give it your best effort.

Follow instructions about turning in your work.

WORKPAPER 6-1

Name _____ Period or Class _____ Date _____

WORKPAPER 6-2

Name _____ Period or Class _____ Date _____

Check the memo below against the dictation on the cassette for this assignment. Use the proper proofreading marks to correct all errors you find.

INTEROFFICE MEMO

DATE: January 3, 1984
TO: Jane Jaworski, Credit Dept.
FROM: Amy Haenggi, Word Procesing Centor
SUBJECT: Word Processing Potentail for Your Department

The correspondence jobs handled by your departemnt lend themselves especially well to autmation through word processing equipmnet. As we discussed, recent installation of equipment that enabels us to store standard paragraphs or complete document texts on magentic disc units gives us the capcity to suport many your departments' correspondense functions.

One area where would could proivde word processing services is in the preparation of covering letters to persons who have appleid for credit with our company. As I understand it, it is comon for clerical personal in your department to type original letters welcoming new customes to apply for credit. These letters enclose or standard credit applications. In some letters, to prospctive customers who have been cheked out on the phon, you indicate that there first order will processed on a credit basis but that it is necessary for you to receive and porcess a credit application before other ordrs can be accepted on credit.

With our new word processing equipment, it would be possibel to store variations of first-contact credit letters in our machines. These letters could be personalized: The machine can be programmed to pick upthe title (mr., Mrs., or Ms.) and last name of the addressee. This name could then be inserted automatically at designated places in the body the letter to personalize the content.

Similar approaches can used in processing collection letters. in this application, our input could be the report from our competer department on accounts that have past-due balnaces. Personal in your department could mark copies of this report to indicate the accounts to which past-du e letters could be sent. These markings could include codings onwhich letter to send or which paragraphs should be selected. We could then produce personalized leters within a matter of days.

Please let me know when you want to get together to discuss the possbility of automating your credit letters.

WORKPAPER 6-3

The following is a draft copy of a letter. Listen to the dictation on Side 1, Cassette 9 carefully. There are errors in this draft. Proofread carefully and make corrections as you listen to the tape.

Mr. jerome Goodspeed
1633 Near North Street
Chicago, IL 67598

Dear Mr. Goodspeed:

We are sory inded that you were put to the troble of having to assemble the unpanted chest you bought at our stor, only to find that the materils were faulty.

We apprceiate the trouble you took in bringnig t he merchandise back to our store. As our returnsmanager explained, we would have been happy to replace the fualty item. Howevr, we do understand your position in wanting to go to the trouble of assembling a chest again.

As promised by our returns managre, I am a refund check for \$49.99.

You are a valued custmoer. We look forwadto being able to continue to serve you and yor family.

Your sincerely,

Joseph Javanovich
director of Customer Services

MEMO

DATE:

TO:

CC:

FROM:

SUBJECT:

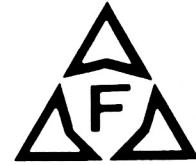
WORKPAPER 6-4



Marshall-Ward Department Store

1515 NORTH MICHIGAN STREET
CHICAGO, ILLINOIS 60606

Memorandum



First National Exchange Bank

1717 Market Street
St. Louis, Missouri 63130

DATE:

TO:

CC:

FROM:

SUBJECT:

WORKPAPER 6-6



First National Exchange Bank

1717 Market Street
St. Louis, Missouri 63130



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WORKPAPER 6-16

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WORKPAPER 6-17

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ISBN O-O2-81881O-1